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ABSTRACT

Developed through participation in an institution-wide process of developing a new long-term plan for Northeast Missouri State University (NMSU), this document presents a vision of the future of NMSU as developed by the Student Senate. The contents were shaped through a synthesis of the Student Senate's general work, open forums, research into past University documents and interaction with members of the University community on a daily basis. The first section contains a discussion of the academic program and in particular the Liberal Arts and Sciences Curriculum with serious concerns expressed about the effectiveness of the current Core curriculum in achieving the goal of a liberal arts and sciences education. A discussion of the classroom experience covers learning beyond the classroom as well. A section on faculty addresses instructional requirements, benefits, and advising and registration. Facilities are assessed in the following section. A section on student services treats student government, student organizations, student union, career planning and placement, student health services, and athletics. Residential living and student body composition have their own sections. The next section discusses fostering a continued "renaissance" in the community a a whole. A penultimate section offers concluding remarks, and recommendations are summarized in a final section. A 12-item bibliography is included. (JB)

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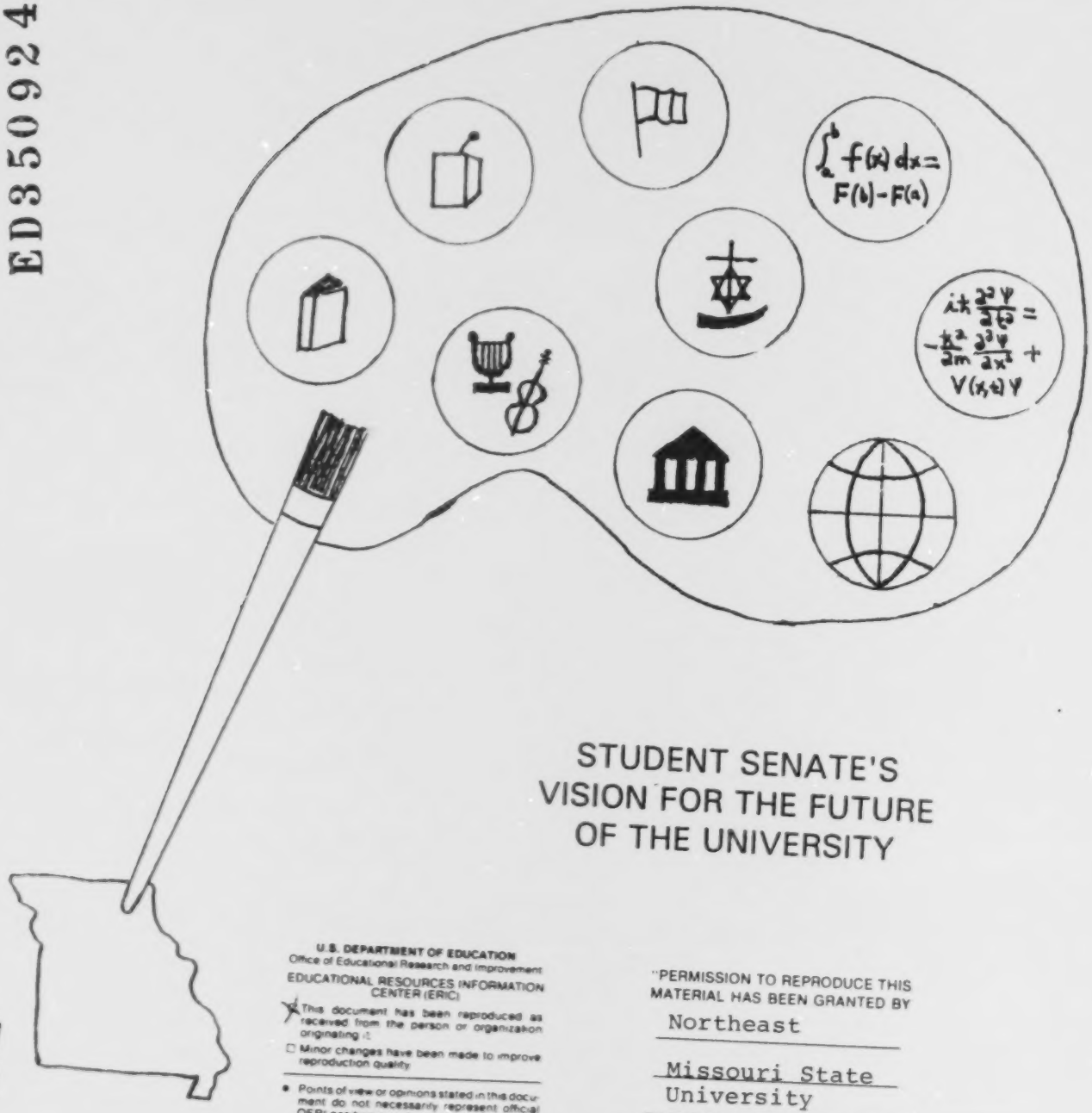
CONTINUING A RENAISSANCE



STUDENT SENATE'S VISION FOR THE FUTURE OF THE UNIVERSITY

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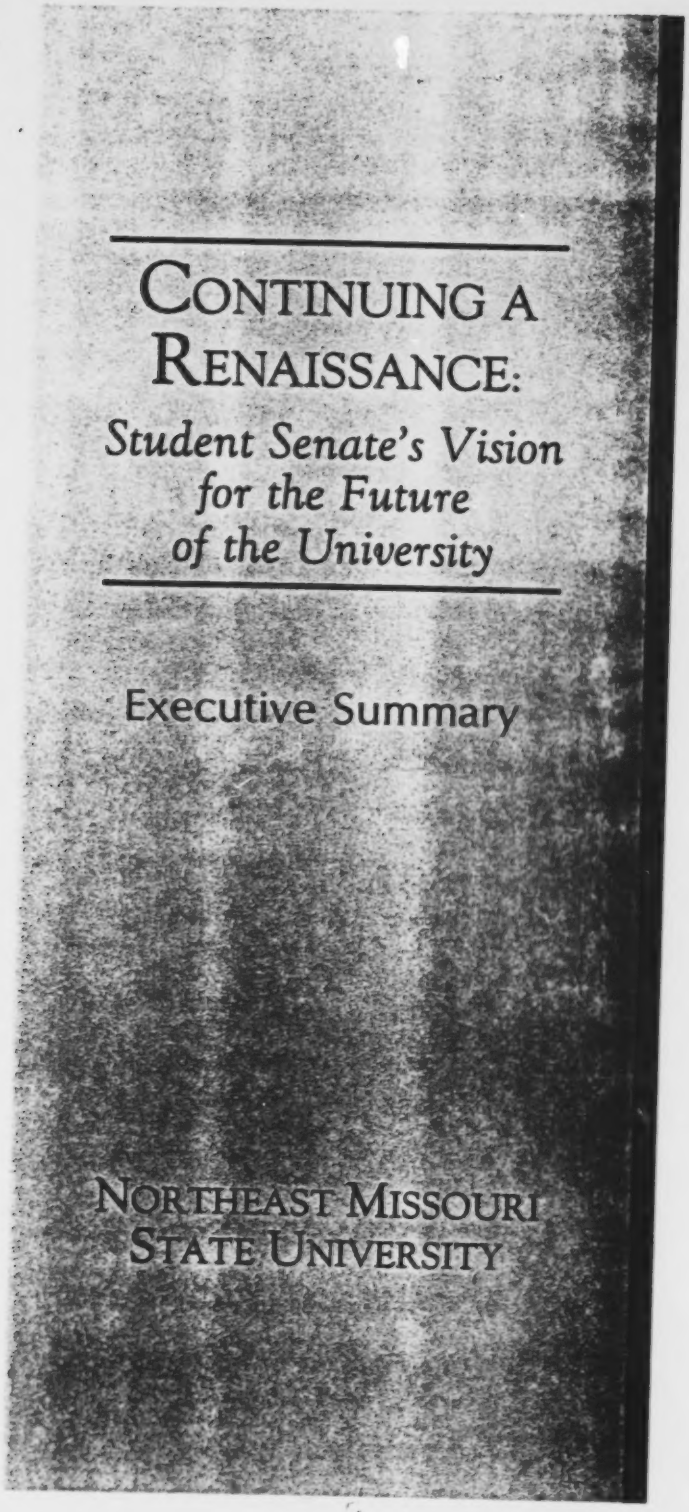

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Dear Friends of Northeast,

It is a pleasure to be invited to write a letter of introduction to the outstanding work accomplished by our students in the *Continuing A Renaissance* document. This effort, orchestrated by our Student Senate, is an impressive collection of ideas, suggestions, and visions for the continued development of Northeast Missouri State University.

Shortly after I took office in July, 1990, the University began the process of developing a new long-term plan which would follow the completion of the University's *Five-Year Plan* during the 1991-92 academic year. We initiated a process on campus to systematically gather input from our various constituencies—faculty, staff, students, alumni, community citizens, and legislators. Each group had its own thoughts to share in the development of a collective dream for the University.

Student Senate, through its own initiative, decided to present a thorough statement of our current students' vision for the future. A summary of that vision is contained in the following pages.

Now, more than eighteen months have passed since the beginning stages of developing the University's new long-range plan. The resulting plan, *A Higher Order of Excellence*, was approved by the Northeast Missouri State University Board of Governors at its December, 1991, meeting. This document draws heavily from the Student Senate's Vision document and we proudly acknowledge their contributions in *A Higher Order of Excellence*.

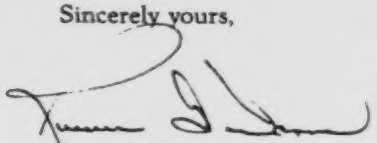
A college or university exists not for the benefit of a president, or other administrators or faculty members, but for the benefit of its students. *Continuing A Renaissance* is a highly commendable examination of Northeast Missouri State University through the eyes of its students. It addresses all aspects of campus life, each important in the total development of our students. Topics covered range from academics to physical facilities, assessment to living environments, and the quality of faculty and students to the quality of student services.

The document is not only thorough and well-written; it also captures many of the essential elements eventually included in *A Higher Order of Excellence*. It is these elements which makes *A Higher Order of Excellence* a logical continuation of our present *Five-Year Plan*, and

a continuation of the innovative approach to education which has been Northeast's hallmark throughout its history.

I commend our students for their dedicated efforts in preparing *Continuing A Renaissance*. It is a shining example of their commitment to a lifetime of learning, and their pride in the past, present and future of Northeast Missouri State University.

Sincerely yours,



Russell G. Warren
President

CONTINUING A RENAISSANCE:

Student Senate's Vision for the Future of the University

Executive Summary

The development of Student Senate's *Continuing A Renaissance* document stemmed from a desire on the part of Student Senate to ensure that the perspectives of the Northeast Missouri State University Student Association were included in the process of developing the new University planning document.

The University finds itself in a unique place in higher education, being transformed from a regional university to one of the premier public undergraduate institutions in the nation in a very short period of time. The remarkable success of the University's renaissance provides the University Community with the opportunity and responsibility of using the University's past success as a springboard for future betterment. In this spirit, the 1990-91 Student Senate formulated the *Continuing A Renaissance* document. The contents of the document were shaped through a synthesis of Student Senate's general work, open forums, research of past University documents, and the perspectives gained through interacting with students and other members of the University Community on a daily basis.

Student Senate has attempted to cover the spectrum of the University experience by incorporating student suggestions and perspectives into coherent ideals, combined with several specific suggestions, to guide the development of the University. In the opening section, entitled "The Vision," the Senate presents its general philosophy for the University's development.

"A unique and outstanding Public Liberal Arts and Sciences University should provide an atmosphere where exceptional students incorporate the ideals of a liberal education in their lives. It should be a place where diverse students interact with motivated faculty to create a community of learners. A feeling of community should pervade the University in order to create a sense of understanding and shared purpose within the University. Students and faculty alike should be consumed with an unquenchable spirit of inquiry for truth, knowledge and understanding.

The resources of the University should be optimally allocated to foster the ideals of a Liberal Arts and Sciences Education. The University should provide students with the opportunity to develop their ability to think, to discover the interrelation and interdependence that exists between seemingly unrelated items and ideas, to achieve a level of competency in a myriad of topics, to gain a thorough and nationally competitive understanding of their discipline, to enhance interpersonal skills, and to establish and clarify personal values and beliefs.

The University Community will then give back to the larger global society graduates who will tackle Society's greatest challenges. Through a thorough understanding of their discipline, they will conquer lingering problems and explore new frontiers. And with the perspective of a liberal education, they will ensure the responsible use of their developments and explorations."
"*The Vision*" - *page 3*

In order for any University to be truly successful, it is imperative that the academic program serve as the foundation for the University. With that in mind, the document aptly begins with a discussion of the academic program, and the "mortar" that holds it together, the Liberal Arts and Sciences Curriculum. Serious concerns are expressed about the effectiveness of the current Core in achieving the goals of a liberal arts and sciences education. Many students are confused about the purpose of the Core and feel that the present one is too inflexible. They feel that the Core ties up so many of their hours that they can not pursue personal academic interests. The confusion over the Core's purpose is among the symptoms of a Core that appears to be unsuccessful in engendering the ideals of the liberal arts and sciences in students.

From this general statement, the document more closely examines specific aspects of the University community. The document proposes a very general structure for the Liberal Arts and Sciences Curriculum which seeks to correct these deficiencies and to tie the objectives of the Liberal Arts and Sciences component of the academic program with the academic major and minor programs. Our goal is "to provide a unique and outstanding undergraduate liberal arts and sciences education through a comprehensive, integrated, and flexible Liberal Arts and Science Curriculum which instills the fundamental principles of a liberal education." (page 6.)

Student Senate also indicated that in order to achieve the objectives of the Core, the entire curriculum must be designed to meet the liberal education objectives of the University. This can be achieved, in part, by setting a goal of students intensely developing thinking, writing, and communications skills across the curriculum. It is important that assignments be true learning experiences, not mere "busy work," and that technology and facilities be made available to help students make the most effective use of the time on the task of studying. While the academic major and minor programs should complement the liberal education goals, they should focus on intensely preparing students for success in top graduate schools and in their careers by providing students with in-depth, major-specific knowledge and skills.

The graduate programs retained by the University should maintain the high standards that typify its undergraduate programs.

In addition to the University's degree programs, opportunities such as undergraduate research and study abroad help to augment the educational experiences of students and should be continued and expanded.

The curriculum alone is an inanimate object; it comes to life through its delivery in the classroom. It is through the classroom experience, with the interactions among students and faculty, that the ideals of a liberal education are engendered. Traditionally, classrooms have been dominated by one way communication. In order to help students learn better, classrooms at the University should become forums of ideas where intellectual interchange occurs, not mere sessions where

facts are presented to be later regurgitated. At a Liberal Arts and Sciences University a loose definition of the "classroom" must extend beyond the confines of an academic building into all aspects of the university experience.

Because a Liberal Arts and Sciences University requires that students be challenged in areas outside of their personal inclinations and/or natural abilities, it is important that a variety of academic support be made available to students.

It is the faculty who are responsible for implementing the goals of the curriculum into the classroom experience. One of the greatest strengths of this University is the dedication of its faculty to student learning. If the University wishes to become one of the nation's premier undergraduate institutions, it is imperative that the dedication and high caliber of faculty be continued, encouraged, and rewarded.

One of the University's weaknesses currently under significant review is its advising system. The Senate document concentrates not on the specific structure of the advising system, but rather focuses on the characteristics of a good advisor.

> "First and foremost, an advisor should personally know each advisee. An advisor should have a thorough understanding of the academic program of the University. This understanding, coupled with personal knowledge of his or her advisee, provides an advisor with the ability to give insight to each advisee on ways to fulfill their individual collegiate goals and adequately prepare themselves for future goals. A good advisor should go beyond that, however. He or she should have a thorough understanding of what the professional life in a particular discipline entails. This understanding allows him or her to present a clear picture of the skills that are required for success, the lifestyle a profession allows, and the limitations the vocation possesses. This clear picture allows students to make informed choices in career planning.
> *Taken from "Faculty" - page 24*

The facilities of the University are the most visible components of the University, and due to the cost and the time required to change them, are the most limiting aspects of the University. The change in mission and its consequences, combined with the State's lack of funding for facilities, have made facility difficulties more

acute. For these reasons, it is imperative that facilities decisions be made carefully, and in conjunction with all whom they will affect, to help ensure the goal that the University provide students and faculty with facilities and technologies that will enhance the learning environment. Careful consideration must also be given to the long term use and cost in the process of planning and prioritizing renovations. Not only do facilities need to be provided; they also need to be accessible to members of the community, in terms of both physical access and time availablity.

One of the areas in which the University is weak, at least from the perspective of students, is its student services. In the rush to build an exemplary academic program, student services have been somewhat ignored. This is rather unfortunate, given that students spend the vast amount of their time outside the classroom. The University should strive to provide students with services that will enhance their collegiate experience, allow for growth outside of the classroom, and create a comfortable and enjoyable campus environment. The Student Union is one area in which efforts have been made to improve the quality of student life. Many of these initial steps and plans have been physical in nature. Although these changes, as well as changes subsequent to the publishing of the vision document, have been positive in nature, the Senate report suggests that changes in the atmosphere and governance are also needed in order for the Student Union to fulfill its mission to the Student Association. Considerable improvement in other student services, such as the Student Health Clinic and the availability of mental counselling, are also recommended.

For at least nine months of the calendar year, Kirksville becomes "home" for University students. This being the case, the residential environments in which students live are a significant factor in their University experience. For students who live on campus, it is important that the Residential Halls and Colleges provide living environments which are conducive to intellectual and social growth while instilling a sense of community within the building and the University. The services and policies of the Residential Halls and Colleges must take the needs of students into account in formulating policy. One policy of long-standing and particular concern is the lack of co-educational housing.

"An integral part of developing as a person and creating and refining one's values is learning to appreciate and understand members of the opposite gender. The segregation that currently exists, in terms of visitation hours and single-sex Residential Halls/ Colleges inhibits this personal growth and wastes an opportunity for students to break down the gender barriers which our culture frequently places between men and women." *(page 37)*

Subsequent to the release of the document, plans to substantially increase the availability of co-educational housing for the 1992-93 academic year were formulated. The University should also work to improve the quality and safety of off-campus housing because the experiences that students have in the wider community affect their satisfaction with their whole University experience.

In order for a Liberal Arts and Sciences University to become truly unique and outstanding, it must have a student body whose members are of high ability, are diverse, and have the desire to participate in a liberal arts and sciences learning environment. Students who are unable or unwilling to actively participate in an outstanding liberal education environment undermine the development of the university and dampen the learning experiences of those around them. A necessary part of a liberal arts and sciences environment is the sharing of perspectives. This can only occur when a diverse community exists. It is therefore imperative that the University continue to raise, and certainly not lower, its admissions standards as well as intensify its efforts to recruit students with a variety of backgrounds and perspectives.

Senate's document culminates with a discussion of some of the significant factors in the continuing of the University's Renaissance. In many cases, the raw materials needed for a truly exemplary Liberal Arts and Sciences University are already gathered; what is needed now is a synthesis of these many resources. The student body needs to feel more a part of the University Community, both from its own initiative and from administrative initiatives intended to make students feel more welcome. It is not only students, but all members of the University Community—faculty, staff, administrators, alumni, and students—who must come together, seeking the best interests of the Uni-

versity. The resource that is lacking most is finances. Perhaps the greatest inhibitor to the realization of our goals is a lack of money. The University finds itself in a difficult position, as it wishes to increase its overall quality, while at the same time, it has a responsibility to the Citizens of the State of Missouri to provide students with an affordable education. If the University Community wishes to continually improve, while staying true to its Mission as Missouri's Public Liberal Arts and Sciences University, the formulation of new and innovative plans for raising money is imperative. "The unfortunate reality is that without considerable new financial resources the opportunity to become a unique and outstanding University could be lost." (page 50)

The document concludes with a strong challenge to the university community to continually improve itself.

> "The Innovative 'Value Added' assessment program placed Northeast Missouri State University as a tiny dot on the national higher education map. The shrewd change in Mission and dramatic rise in academic standards of the University enlarged that dot nationally and has given the University a fine reputation in the State of Missouri and surrounding areas. In order for that reputation to spread, the University must continue its Renaissance and find a special niche in American Higher Education. A University which prides itself upon innovation and excellence should not be content to rest upon an award for innovation won eight years ago or to call itself 'The Harvard of the Midwest.' The University must move boldly into the future and be at the forefront of change in higher education.
>
> This can only occur by the teamwork of the students, faculty, staff and administration to create a unique and outstanding University Community. The caliber and creativity of the people currently in the Community is aptly capable of seizing the opportunity and creating an innovative University. Members of the Community should shed attitudes which are detrimental to the good of the development of the University. Remnants of the former image of the University should also be shed, including the name of the University.
>
> The entire University experience, not only the academic program, should be constantly evaluated and improved to create an environment conducive to liberal learning. Students should be provided with opportunities outside of the classroom which will help

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them develop socially and culturally to complement the intellectual growth which occurs in the classroom experience. Students also need opportunities for recreation and relaxation to relieve stress and thus increase their enjoyment of the University experience.

The Renaissance which has occurred during the past decade has positioned the University on the brink of greatness. It is now up to the members of the University Community in the coming decade to fulfill past and current dreams. 'Continuing A Renaissance' vaguely outlines the niche in American Higher Education that the 1990-1991 Student Senate hopes the University will fill in providing a unique and outstanding Liberal Arts and Sciences Experience to its students. It provides direction for future evaluation and improvement in the University. We hope that those who follow us in shaping the University will share our common purpose in making the University Community truly unique and outstanding."

"Conclusion" - page 51

Anyone interested in obtaining a copy of the entire document is encouraged to contact the Campus Activities and Organization Center, Student Union Building, Kirksville, Missouri 63501, (816) 785-4222. The document goes into a more complete discussion of the aforementioned topics in addition to covering many other areas of interest and concern. Thank you for your dedication to our University.

Jeff Milke, *President*
Amy Enderle, *Vice President*
Tamara Vega, *Secretary*
J.R. Ping, *Treasurer*
Teri Brickey, *Councilperson-At-Large*
Nikki Phillips, *Board of Governor Representative*
Kay Anderson
Joe Bambenek, *Vision Committee Chair and the Report's Author*
Jim Carter
Sally Cornelison
Kathleen Eggers
Glenn Gallo
Tony Harris
Rita Hiscocks
Jill Hoffman
Douglas Hoff
Joe Lindsay
Craig Lubbe
Nancy Mee
Dave Miesner
David Moore
Kelly O'Neill
Erich Riesenberg
Jess Rose
Angela Schepers
Michelle Sharpless
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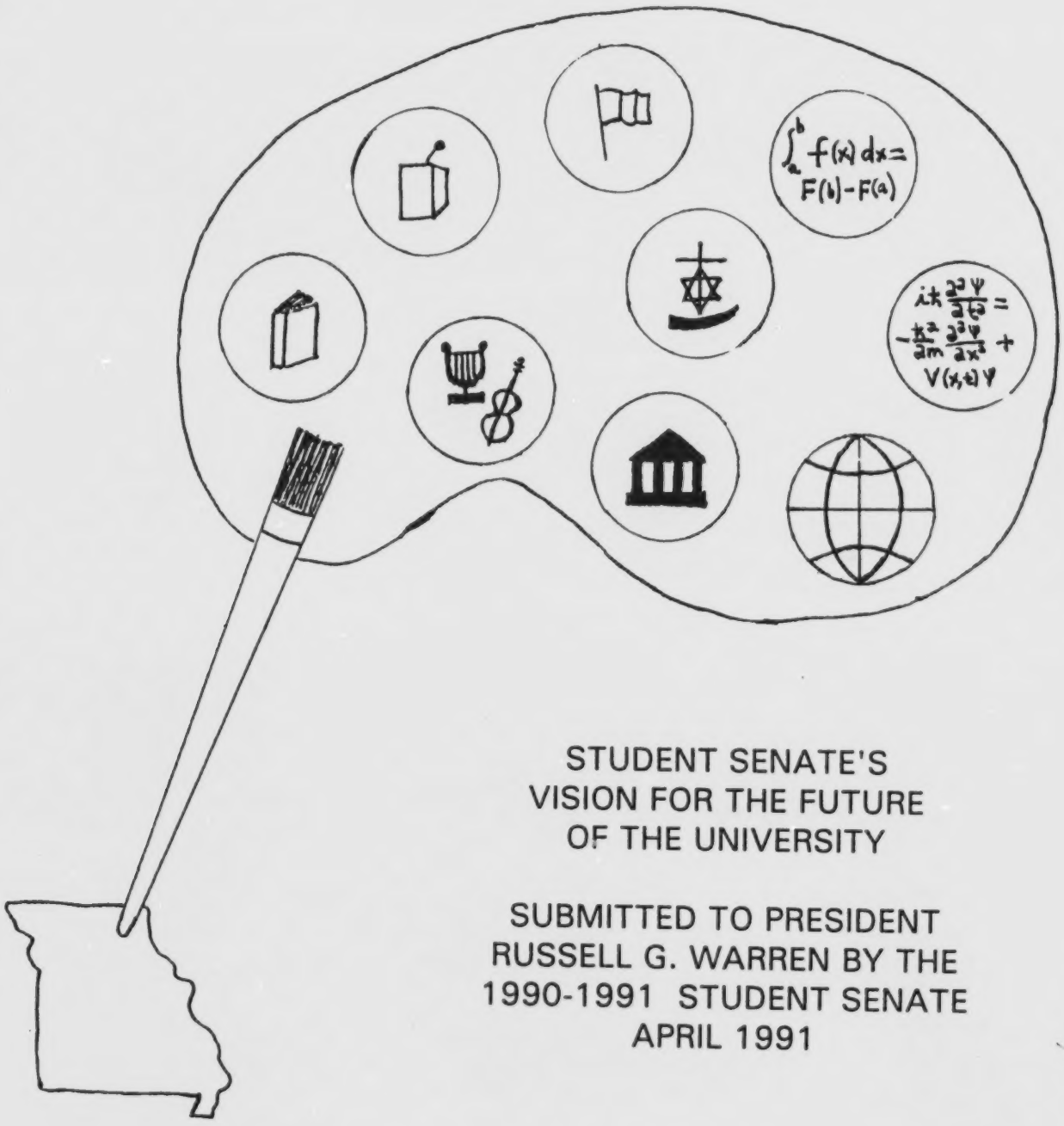
Tuyet Wallen
Andy Wichmann
Garry Gordon, Advisor
Dewey Strebler, *Associate and the Report's Editor*

CONTINUING A RENAISSANCE



STUDENT SENATE'S
VISION FOR THE FUTURE
OF THE UNIVERSITY

SUBMITTED TO PRESIDENT
RUSSELL G. WARREN BY THE
1990-1991 STUDENT SENATE
APRIL 1991

NORTHEAST MISSOURI STATE UNIVERSITY
KIRKSVILLE, MISSOURI

STUDENT SENATE RESOLUTION 911.006 - VISION REPORT

WHEREAS President Russell G. Warren asked the Student Senate for input into his vision for the future of the University; and

WHEREAS the Student Senate Vision Committee was established to generate this input; and

WHEREAS student opinion was gathered through student forums and Student Senate discussions; and

WHEREAS the conclusions of the committee are embodied in the report Continuing A Renaissance: Student Senate's Vision for the Future of the University.

THEREFORE, BE IT RESOLVED That the report Continuing A Renaissance: Student Senate's Vision for the Future of the University, with author's corrections, be approved for submission to President Warren; and

BE IT FURTHER RESOLVED That this report be submitted to all members of the Board of Governors, the Vice President for Academic Affairs, the deans of the University, division heads, and other applicable faculty, staff and administrators; and

BE IT FURTHER RESOLVED That this report be made available to the public.

Proposed by: Joseph J. Bambenek, Vision Committee Chair

Approved by Student Senate on March 24, 1991

Vote
YES 17
NO 0
Abstain 1

Jeff Milke
Student Senate President

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Student Senate wishes to express gratitude to President Warren for affording us the opportunity to give input into his vision for the future of Northeast Missouri State University. We feel fortunate to have a University President who is responsive to the opinions, ideas, and perspectives of students.

The title of this document, Continuing A Renaissance: Student Senate's Vision for the Future of the University, is meant to be more than a glittery name. It recognizes the tremendous change which has taken place in the University in the past decade and anticipates the changes which this report proposes for the coming decade. The Renaissance began with the arrival of President Emeritus Charles J. McClain and his dream for the University in 1970, and was formally consummated in the 1985 *House Bill 196* and subsequent Five Year Planning Document which established the Mission for the University. The departure of President McClain and subsequent arrival of President Warren, the expiration of the Five Year Plan in 1992, and the completion of most of the wholesale changes caused by the change in Mission has marked the beginning of a new era for the University. The tremendous improvement in the past era has given the new one the opportunity to fulfill the idea of Basil Brewer in the 1902 school song *Old Missou,* "to Harvard, Yale, or Princeton should we onward still pursue."

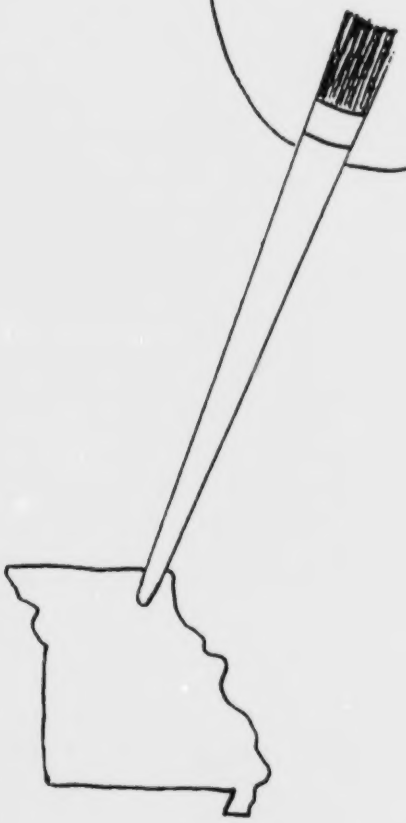
This document primarily intends to provide a general vision for the University at the turn of the century. It attempts to remain general enough to remain relevant in a rapidly changing University. Consequently, the document is a directional report as much as a vision. It outlines the fundamental ideas and rationale for the development of a unique and outstanding University Community and generally refrains from providing detailed plans. The document does not intend to eliminate the ideals and goals of a Liberal Arts and Sciences education eloquently expressed in the Five Year Plan. Rather, it uses the Five Year Plan as a springboard to expand its dreams, increase its breadth, and fix several of its shortcomings with the benefit of hindsight, and from the perspective of students.

In formulating the report, the Student Senate Vision Committee researched various pertinent documents including the Five Year Planning Document, the October 1990 Review Team Report, The Centennial History of Northeast Missouri State Teachers College, and student surveys. The committee conducted four open student forums, including one which was targeted to over 200 campus leaders to whom invitations were sent, to gain student opinion from outside of the Student Senate. It also conducted forums with Senate members.

The development of a vision for a unique and outstanding University is a mammoth task. Special thanks to Dewey Strebler and Jess Rose, who were of invaluable help in the formulation of the document, and to all who contributed their opinions and support.

Joseph J. Bambenek
Vision Committee Chair

THE VISION



THE VISION

A unique and outstanding Public Liberal Arts and Sciences University should provide an atmosphere where exceptional students incorporate the ideals of a liberal education in their lives. It should be a place where diverse students interact with motivated faculty to create a community of learners. A feeling of community should pervade the University in order to create a sense of understanding and shared purpose within the University. Students and faculty alike should be consumed with an unquenchable spirit of inquiry for truth, knowledge and understanding.

The resources of the University should be optimally allocated to foster the ideals of a Liberal Arts and Sciences Education. The University should provide students with the opportunity to develop their ability to think, to discover the interrelation and interdependence that exists between seemingly unrelated items and ideas, to achieve a level of competency in a myriad of topics, to gain a thorough and nationally competitive understanding of their discipline,, to enhance interpersonal skills, and to establish and clarify personal values and beliefs.

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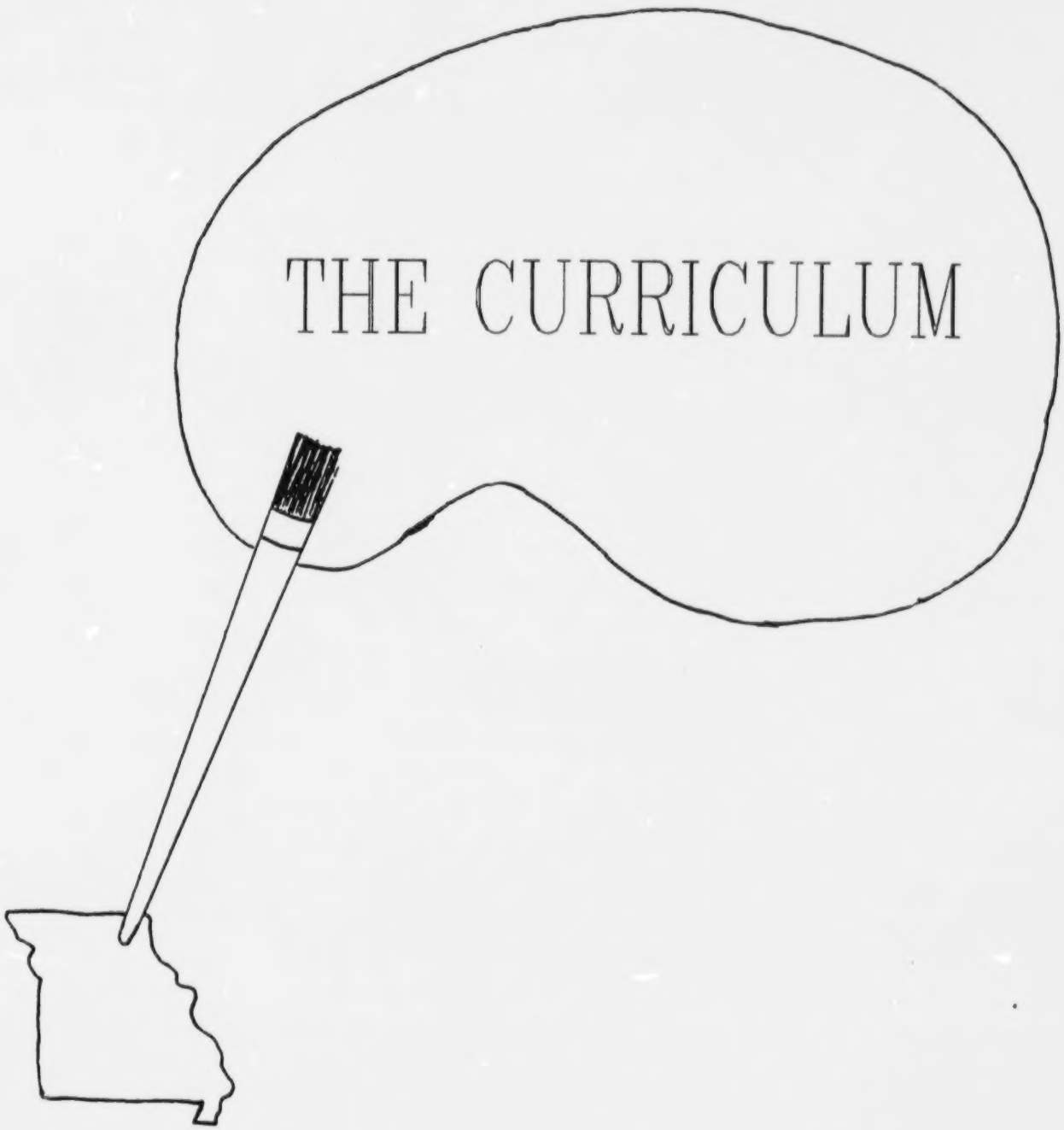
THE CURRICULUM

The foundation upon which the academic program of a University is built is its Curriculum. The development of a unique and outstanding Liberal Arts and Sciences University must then begin with a solid curriculum. The overriding purpose of a Liberal Arts and Sciences Curriculum is to expose students to a wider perspective of viewing life. It allows math and science majors to see that not every aspect of life can be reduced to a simple formula while it allows humanities majors to appreciate the ordered and predictable behavior of nature. The Liberal Arts and Sciences Component of the Curriculum is intended to impart this perspective, not expert knowledge, to students. The development of expert knowledge should occur within the Major and Minor components of the Curriculum. At a unique and outstanding Liberal Arts and Sciences University, these components should be designed to develop the expertise that a student needs in his or her discipline, while retaining the perspective that the Liberal Arts and Sciences offer.

The Liberal Arts and Sciences Curriculum

The Liberal Arts and Sciences Curriculum at Northeast has aptly been titled "The Core" (derived from the Latin word for heart) because it is at the heart of the academic experience at Northeast. It is designed to be the common academic experience that undergraduates share and the foundation upon which their education is based. The design of the Northeast Missouri State Core is one of the distinguishing characteristics of the University.

The Core is a highly structured, 72 semester credit hour general education requirement. There is a general consensus among students that the current Core is too inflexible. Due to its stringency, many students are not allowed the opportunity to take classes of interest. This restrictiveness runs contrary to the goals of a liberal education. In the October 1990 Review Team Report, Rose C. Hamm and Margaret O. Lucas commented, "If the mission of a liberal arts and sciences university is to be embraced, not merely tolerated, by students, then the core needs to be seen as a vital component of the curriculum, not a long series of hurdles for students to complete in the name of rigor or high academic standards." Many students see these hurdles as major obstacles to the fulfillment of their educational aspirations.

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Some components of the Core consist of the foundation courses for majors. These courses provide non-majors with a solid understanding of the fundamentals of a discipline. However, the necessity to adequately prepare the majors in the courses determines the breadth and depth of material coverage and limits the amount of cross-curricular integration allowed. The lack of integration can cloud the "big picture" and render the material seemingly useless and of no interest to non-majors. Other components of the Core rely heavily on courses for non-majors. These courses allow more freedom and substantial integration in material coverage than in the foundation courses for majors. Unfortunately, some instructors have not taken advantage of this opportunity. These courses also bring together students of significantly different academic backgrounds. Those with solid high school backgrounds often find the courses unchallenging. The benefits of both types of Core courses should be weighed along with considerations for more flexibility in the development of a new Liberal Arts and Sciences Curriculum.

CURRICULUM GOAL I: TO PROVIDE A UNIQUE AND OUTSTANDING UNDERGRADUATE LIBERAL ARTS AND SCIENCES EDUCATION THROUGH A COMPREHENSIVE, INTEGRATED, AND FLEXIBLE LIBERAL ARTS AND SCIENCES CURRICULUM WHICH INSTILLS THE FUNDAMENTAL PRINCIPLES OF A LIBERAL EDUCATION.

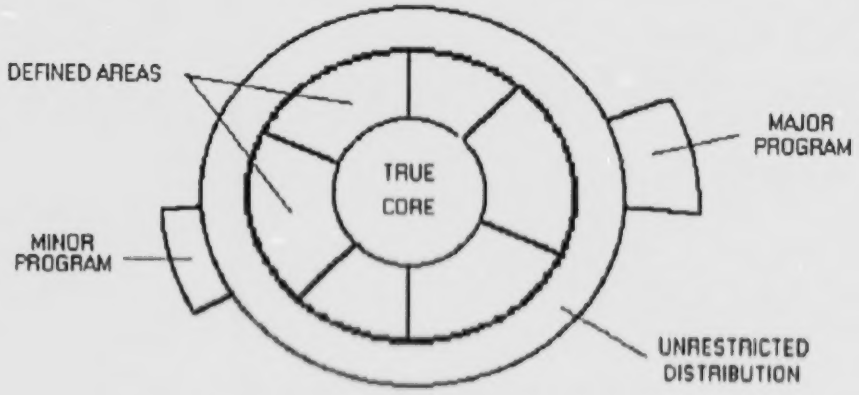
One potential structure for the Liberal Arts and Sciences Curriculum would divide it into three components. The first component would consist of a "True Core" of courses which all students would be required to take. The second component would allow students freedom in course selection within a required credit distribution of the defined areas of the Liberal Arts and Sciences. The final component would allow students total freedom in course selection within the Liberal Arts and Sciences.

The courses in the "True Core" would concentrate on the development of the knowledge, understandings, tools, and attitudes which are fundamental to a unique and outstanding liberal arts and sciences education. These courses should focus on the fundamentals of thinking, writing, and communicating effectively. Style should be taught only after the fundamentals of these skills are mastered. As a house should not be painted until its walls are completed, styles should not be taught until the fundamentals are learned. Adequate opportunity to develop intellectual styles later in a student's University Experience will be ensured by the following curriculum goal .

CURRICULUM GOAL 2: TO ACHIEVE THE LEARNING PROCESS THROUGH AN INTENSIVE DEVELOPMENT OF THINKING, WRITING, AND COMMUNICATIONS SKILLS ACROSS THE CURRICULUM.

Beyond the "True Core", the Liberal Arts and Sciences Curriculum would be broken into two components that would allow students flexibility in course selection. In the first component, students would take a finite number of courses from each of the defined areas of the Liberal Arts and Sciences. These areas and their credit requirements would need to be defined, although they would likely parallel the current Core. Any course offered within an area would fulfill the requirement for the area. The second component would be fulfilled by taking a finite number of courses from anywhere within the Liberal Arts and Sciences without restriction on distribution among the defined areas.

THE ACADEMIC PROGRAM FOR AN UNDERGRADUATE WITH A MAJOR AND A MINOR



As a consequence of the increased freedom allowed by the second and third components of the Liberal Arts and Sciences Curriculum, several adjustments would need to be made in the entire curriculum of the University. Every course throughout the University would be evaluated on its content and relevance since every course would become a part of the Liberal Arts and Sciences Curriculum. "Soft track" courses, those which could be used by students as loopholes to receive "easy credit", should be eliminated. If all of them can not be eliminated, a list of courses prohibited from fulfilling the Liberal Arts and Sciences Component should be developed to maintain its integrity and rigor. This evaluation

should occur on a periodic basis, perhaps every three or four years. Furthermore, every defined area of the Liberal Arts and Sciences would undergo evaluation to determine if sufficient courses exist to fulfill the requirement for non-majors. In some areas, especially math and science, courses for non-majors will have to be maintained and/or developed. The courses which are designed specifically for non-majors should be structured in an integrated manner so that students in them will be aware of the relevance of the courses in their academic interests. They should also be taught in a manner which is interesting to non-majors. For example, at another university students learn chemistry in a forensics setting. A "crime" is committed early in the semester and the rest of the term is spent learning the lab techniques and the chemistry basics which are necessary to solve the crime. Students learn as much chemistry in the process as they would in a traditional general education science course, and do so in an environment which many find more enjoyable.

Another important consideration is the staffing of non-major courses. These courses exist to liberally educate non-majors as part of the Liberal Arts and Sciences Curriculum. Since this is the heart of the University's academic program, quality instruction is as vital as in courses for majors. In areas where faculty allow their dislike of teaching non-major courses to affect their performance, alternative methods of instruction should be developed. Significant student comment indicates that this problem currently exists. Specialists in teaching courses designed for non-majors should be hired when "regular" faculty can not perform satisfactorily in those courses. The utilization of graduate students or even qualified undergraduate students should also undergo consideration.

Undergraduate Degree Programs

While the Liberal Arts and Sciences component of the education exposes students to the variety of perspectives which are provided by the assortment of disciplines, the degree programs establish a deeper knowledge and understanding of one discipline's perspective.

CURRICULUM GOAL 3: TO PROVIDE UNDERGRADUATE MAJOR AND MINOR PROGRAMS WHICH PROVIDE A DEPTH AND BREADTH OF UNDERSTANDING WHICH WILL DEVELOP GRADUATES WHO ARE NATIONALLY COMPETITIVE IN THEIR RESPECTIVE FIELDS AND WELL-PREPARED FOR THE FINEST GRADUATE PROGRAMS.

Most of the undergraduate programs should rest within the Liberal Arts and Science Mission of the University. Resources should be allocated so that all of these programs become unique and outstanding in order to provide an environment where a balanced and vibrant academic community can flourish. Study in the Liberal Arts and Sciences has learning, not vocational training, as its primary objective. An undergraduate education can not provide a student with the thorough understanding and perspective on his or her discipline which graduate school furnishes. Therefore, the degree programs within the Liberal Arts and Sciences should focus on providing a solid base for graduate school work. A unique and outstanding Liberal Arts and Sciences University should grant students an education which will allow them to successfully compete in the world's most prestigious graduate schools.

A Liberal Arts and Sciences Degree program should be established. The absence of a Liberal Arts and Sciences Degree program at a University which attracts students with a myriad of interests seems inappropriate. The option of a Liberal Arts and Sciences Degree would be beneficial for those students who desire a well-rounded undergraduate education before deciding on a particular discipline to study in graduate school. It would allow for a more complete incorporation of the Liberal Arts and Sciences in their lives.

Those programs such as business and nursing, which are not part of the traditional concept of liberal arts and sciences, but provide students with an outstanding educational experience should be continued. Students in these programs are afforded the unique educational experience of a vocationally orientated degree offered within a Liberal Arts and Sciences University. Thus, they receive a more well-rounded education than their counterparts in traditional programs. In keeping with the Mission of the University, courses in these disciplines should contain a Liberal Arts and Sciences slant which would not be included in the traditional environment for those disciplines. The goal for these programs should be to place graduates in nationally competitive jobs.

All degree programs currently contain a similar format. Beyond the Universal 49-50 hours of the Core, there are the Bachelor of Arts/Bachelor of Science Requirements, the Discipline-Directed Electives, and the Major requirements. The credit number of B.A./B.S. requirements and Discipline-Directed requirements are similar across campus. This recipe book conformity neglects the uniqueness of every discipline. The standard verbiage adds unnecessary confusion for many students. The format and requirements (outside of the Liberal Arts and Sciences Curriculum) for each discipline should reflect the uniqueness of each program.

Undergraduate Minor Programs

The development of Undergraduate Minor Programs should continue. Minors allow students to pursue their secondary interests and gain a measure of understanding in them. They also provide students with formal documentation of proficiency in these areas of interest. The minor programs should be designed so that a student with a minor gains a general understanding of the discipline. The depth and perspective that an undergraduate degree provides is difficult to obtain in a five or six course minor program. A general understanding, however, is obtainable and necessary to preserve the integrity of the minor program. This understanding is gained whether is is sought specifically or gained in conjunction with other programs. Therefore, double counting should be allowed for all minor programs.

Every discipline which grants an undergraduate degree should also grant a minor. In addition to minors granted by existing disciplines, minors in traditional (Geography) and interdisciplinary (Classical Studies) areas of the Liberal Arts and Sciences which do not have accompanying degree programs should be developed. The development of a wide selection of minors allows students maximum flexibility and opportunity in gaining a broad understanding of a subject outside of the narrow perspective of their discipline.

Graduate Programs

The University's Graduate Program consists of eight traditional degree programs as well as a vanguard graduate degree in Education. The October 1990 Review Team Report recommended the closure of all graduate programs except for the Master of Arts in Education Degree, primarily due to financial considerations. Financial considerations should not be the primary factor in the development of policy for a not-for-profit organization. Because there is only one graduate student on Student Senate and undergraduates have little dealing with members of the graduate community or the graduate programs, we do not feel that we are in a position to make many recommendations on the future of the graduate programs. However, we feel comfortable in establishing Curriculum Goal 4.

CURRICULUM GOAL 4: TO MAINTAIN GRADUATE PROGRAMS WHICH ARE DEEMED IN KEEPING WITH THE MISSION OF THE UNIVERSITY AND DEVELOP GRADUATES WHO ARE NATIONALLY COMPETITIVE IN THEIR RESPECTIVE FIELDS.

The presence of graduate programs and graduate students offers benefits to the entire University Community. Our inability to relate to the graduate programs underscores the importance of increased integration of the graduate programs into the University Community. If it is determined that graduate programs should remain, efforts to better integrate graduate students into the University Community should be taken.

"Value Added" Testing

One of the most renowned portions of the Academic Program of the University is the "Value Added" testing program. The content of the program and the types of evaluations should reflect the programs of the University. If Curriculum Goal 2 (thinking, writing, communication intensive) is initiated, the University should develop a testing program to reflect it. As the number of students going to graduate school increases, the GRE or a similar examination should be incorporated into the program to better measure the preparedness of students for graduate school.

There should also be more flexibility in the program for students. The fact that only 79% of 1939-1990 sophomores indicated they "did their best" on the sophomore tests reflects student discontent with the program. One cause of the problem is that students are assigned the date and time they are to take the test regardless of their class or personal schedule.

Embracing A Larger Community

Even a unique and outstanding Liberal Arts and Sciences Community can not provide all available educational resources. In an ever shrinking world, interaction outside of the Community is essential for maintaining the vitality of the University.

"Study Abroad" programs are one form of interaction beyond the Community. The programs allow students to experience internationalism first hand. The University's recent affiliation with a study abroad consortium is a wonderful first step in expanding these opportunities for students. All students, especially Bachelor of Arts majors, should be encouraged to study abroad. University policies on admissions and scholarships should be designed to allow for a large scale study abroad program.

The "Study Abroad" program should also be encouraged from the other direction. Bringing foreign students to the University adds to the diversity of the student body and allows for better understanding of other cultures.

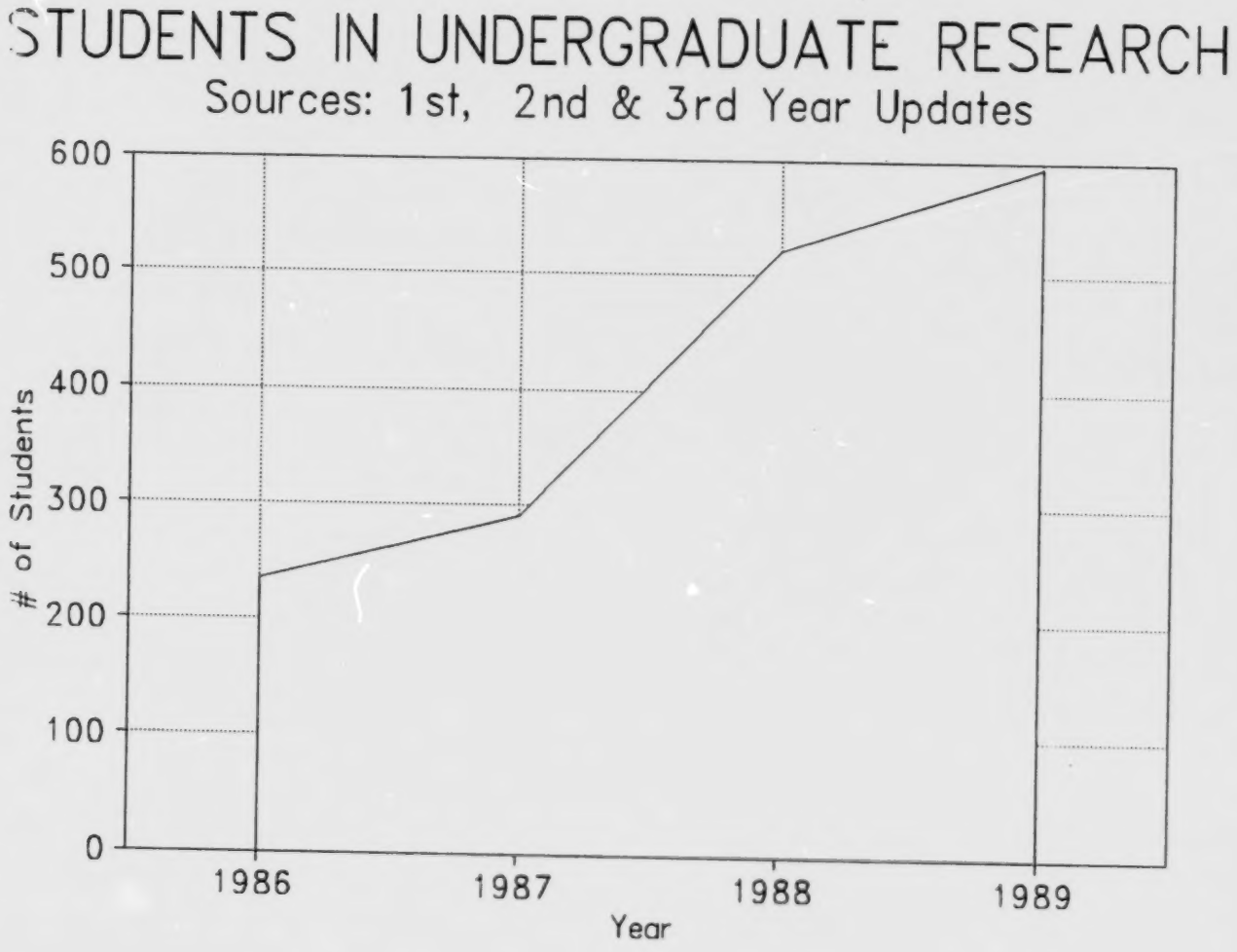
The "Lyceum Series" and other speaking series should be expanded. Outside speakers infuse the Community with new ideas and provide perspectives which can not be provided by members of the Community. Many divisions, departments, and organizations currently bring in speakers during the week. Unfortunately, the ability to attend these speeches is "hit and miss" as they are scattered throughout the day. The establishment of a speaker hour, a time when no classes would be scheduled, would alleviate this problem. Ideally, this would be a mid-day hour every day of the week. Due to space constraints, however, it may have to be limited to a Monday-Wednesday-Friday or Tuesday-Thursday format.

Visiting faculty are another way to bring outside influences into the Community. A visiting faculty program would provide some unique opportunities if outstanding faculty were brought in. However, potential instructors should be carefully screened to prevent poor faculty from being allowed to teach at the University.

Undergraduate Research

The University has been near the forefront of higher education in the development of its undergraduate research program. Undergraduate research allows students the opportunity to work with equipment and gain experiences that many students do not receive until graduate school. Research develops a clear understanding of material which students learn in the classroom by forcing them to apply their knowledge. Students who have research stipends are required to present their research at the Undergraduate Research Symposium in early April. Participation in the Symposium affords students the opportunity

to synthesize, evaluate, and appreciate their learning in the program. It also provides students with the experience of presenting their research in a formal environment, similar to that of a professional convention. Support for undergraduate research should continue and it should be expanded to allow all interested students the opportunity to benefit from participation in it.



Honors Program

The concept of a general honors program for the University should undergo evaluation. A general honors program allows exceptionally talented and motivated students a more challenging curriculum and recognition for participating in it. The merits of such program would greatly depend upon the manner in which the Liberal Arts and Sciences Curriculum is designed. It could be determined that the program is much needed or it could be decided that the Liberal Arts and Sciences Curriculum is of such a caliber that a more rigorous program is not needed.

The departmental honors programs should also be evaluated once the structure of the curriculum is reestablished. Consideration should be given to broaden these programs into divisional, rather than departmental recognition. This broadening would facilitate more equal standards for the recognition and would encourage a widening of expertise. If it is decided that divisional or departmental honors programs should exist, then they should be established in all divisions/majors so that all students have an equal opportunity for recognition on their degree.

General Studies Courses

The University Curriculum appears to contain a deficiency in the number of courses of general interest and courses which create a tie with the Kirksville community. These courses could include the basic auto mechanics course which Student Senate helped develop in the Industrial Science Division or the Saturday Afternoon courses which are being developed through Student Activities. The start of the courses offered by Student Activities is a nice initial step to alleviate this deficiency. Courses which involve the residents of Kirksville would be beneficial in eliminating some of the barriers which exist between the University and City Communities. The courses should focus on topics which are of interest and benefit in the everyday lives of students and non-students alike. The Saturday courses should be conducted in an environment which relieves stress and makes the learning enjoyable. The courses of a semester in duration (or offered as block courses) allow more time to develop skills and learn. Consideration should be given to offering these courses for credit as non-credit courses are difficult to fit into a full academic schedule.

Freshmen Orientation

The Freshmen Orientation program should focus on preparing incoming students for the University Experience. The orientation should help students adjust socially, emotionally, logistically, and academically to their new environment. The structure of the experience should undergo continual review to guarantee that the program meets the needs of students. The ever changing face of the student body requires that the mix of class, free time, required bonding, etc. undergo annual evaluation.

Transfer students should be encouraged, if not required to participate in the orientation. These students face many of the same challenges that freshmen do when they arrive and therefore should receive the same help in adjusting to the University.

Graduation and Records

The primary reason that students attend a University is to receive a degree. Some students complete extra work in order to receive multiple degrees or minors. These students should receive full recognition for all degrees and minors earned at the University by placing ALL degrees AND minors on transcripts AND diplomas.

The University requires all graduates to attend the graduation ceremony under pains of a considerable fine. Because the University feels the ceremony is of such importance it should make it more meaningful by passing out diplomas at the ceremony. It should also look into making attendance more convenient to the number of students who graduate in the fall by holding a December commencement.

THE CLASSROOM EXPERIENCE

While the Curriculum serves as the foundation of the Academic Program, the Classroom Experience serves as the building in which the goals of the Academic Program are accomplished. The design of the Classroom Experience should meet the functional needs of the learning process while providing an ambience which is conducive to learning.

CLASSROOM EXPERIENCE GOAL: TO CREATE A CLASSROOM ATMOSPHERE WHERE STUDENTS ARE ACTIVELY INVOLVED IN THE LEARNING PROCESS.

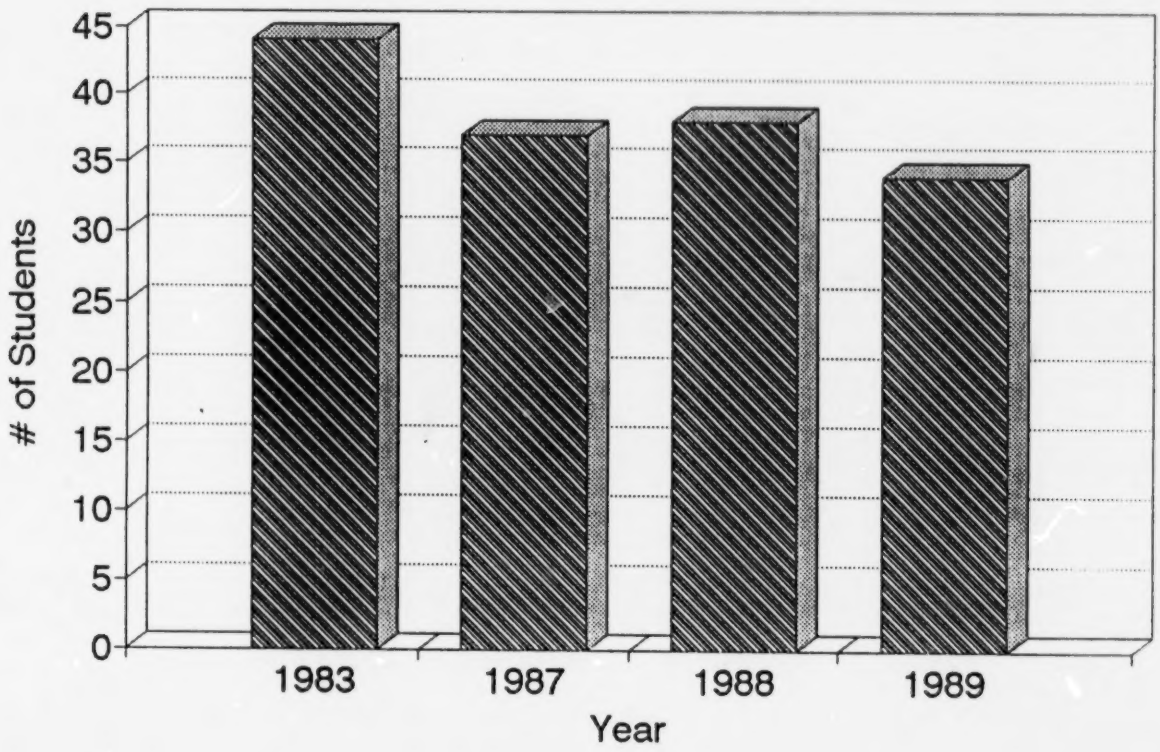
The Classroom Atmosphere

The classroom at a unique and outstanding University should be a forum of ideas, where instructors guide students in discussion to an understanding of the material. Students would come to class with the knowledge of the material that is provided by a textbook. Through articulation of ideas to other students and the faculty member, students would clarify and solidify their own understanding of the material. The assimilation of the knowledge would lead to the mastery of the concepts. This process would not only increase comprehension, it would develop thinking skills as well. A liberal education is intended to teach students to think. Mere regurgitation of facts is not true learning. If retained, facts alone are worthless for anything other than an occasional game of Trivial Pursuit. The understanding of concepts and the ability to think can be applied daily in life. This does not imply that facts should not be learned, but simply, they should not be learned at the expense of understanding. The student assessment process should reflect this classroom structure. Understanding, not mere knowledge, should be evaluated. Essay and problem solving evaluations should replace True-False and factual multiple choice tests whenever possible. Constant monitoring of class sizes should occur to guarantee an atmosphere conducive to participation by all members of the class. Classrooms should be physically designed with effective and comfortable class participation considerations.

Technologies, such as multimedia, hold the potential to revolutionize the classroom and the concept of assignments and homework. Inside the classroom, multimedia can enhance the ability to teach by drawing upon the artificial reality of visual, audio, and sensual technology. It can also vastly increase the availability of information during a class session. Outside of the classroom, these technologies can increase the understanding of a topic by bringing it closer to reality than could have been done previously. The interactive nature of the technology simulates a faculty member with whom students can continually review explanations of difficult material. Pockets of "technolearning" already exist on campus and further integration of this technology into the classroom experience across campus should occur. Development of this emerging technology is one area where the University could become a pioneer in higher education.

AVE. SIZE OF SELECTED COURSES

Sources: 1st, 2nd & 3rd Year Updates



Learning Outside of the Classroom

As the learning process of the classroom changes, the learning process outside of the classroom should change as well. The successful operation of the classroom experience hinges upon prior student preparation. Assignments should reflect that necessary preparation, in addition to the important after class reinforcement. Assignments should be well-designed, so that they become true learning experiences instead of mere busywork.

The current policy of required posted office hours for instructors should be maintained since the instructor should be best suited to help a struggling or inquisitive student. As more of the responsibility of learning is thrust upon students in the active learning process, the availability of instructors to help students is even more vital than it is currently.

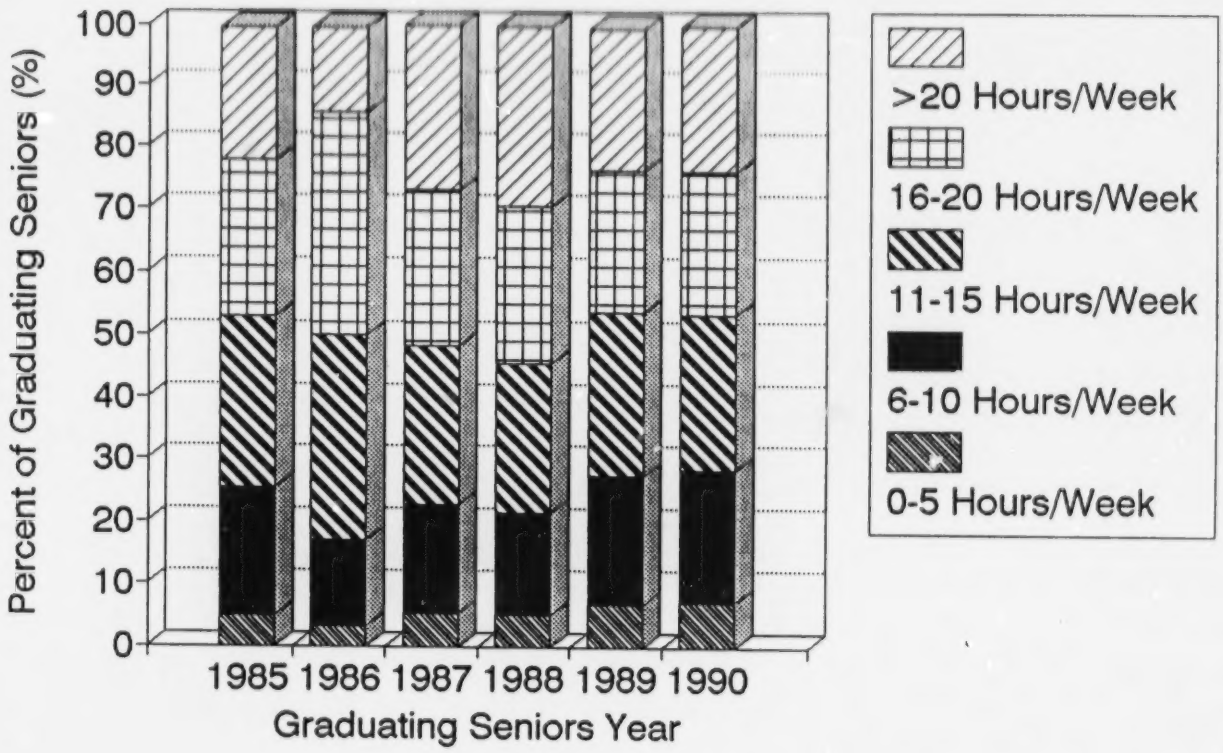
Free tutoring programs which are currently sponsored by the University and student discipline organizations should continue to be encouraged and expanded. These programs give students who can not conveniently see their instructors or who have difficulty with an instructors presentation of the material another source for help. They also lighten the load of faculty members.

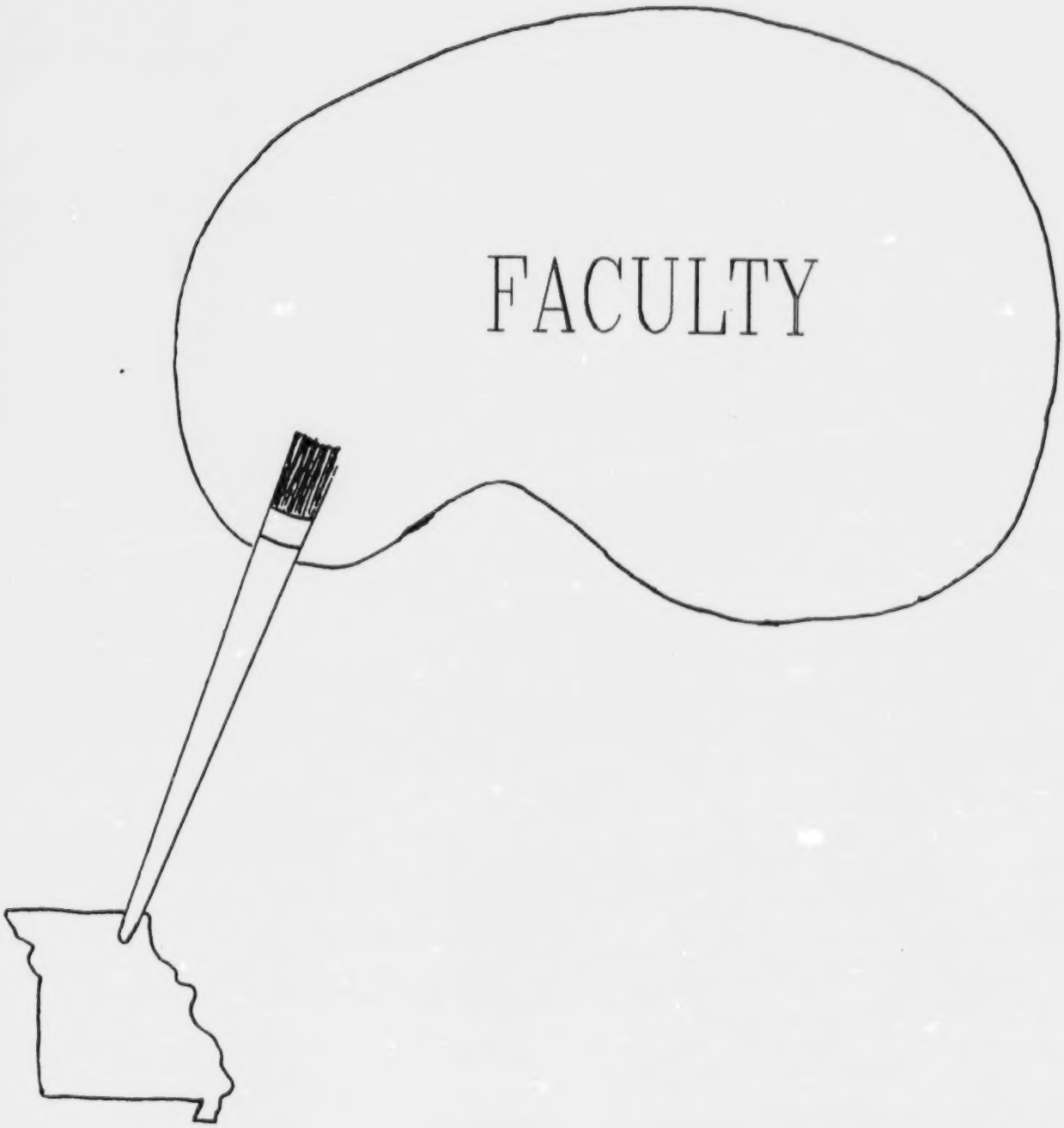
More extensive programs should be developed for students who lack the study skills necessary to succeed in a unique and outstanding Liberal Arts and Sciences University. Possibilities for the programs include: sessions during freshmen week, sessions throughout the year, and a study skills center. Regardless of the form, an effective study skills improvement program would benefit many students.

Truly quiet study areas should be provided in every Residence College/Hall for those who desire to study in quiet in their "home". The quiet facilities in the Library and the Student Union Building should also be maintained. On the other end of the spectrum, study areas in which noise and food are allowed should be available to students across campus (outside of Residence Hall/College rooms). Many students feel more comfortable studying in an environment where food and noise is present than in a quiet and foodless ambience. These study facilities should be open 24 hours a day.

TIME DEVOTED TO HOMEWORK

Sources: 1st, 2nd & 3rd Year Updates




FACULTY

The faculty are responsible for the application of the goals of the Curriculum and Classroom Experience. In order to be successful in achieving these goals, a unique and outstanding University must have faculty who are qualified to guarantee their fulfillment. Without marvelous faculty the ideals of the Curriculum are nothing more than wonderful theory. One of the unheralded strengths of the University during its development has been the dedication and caliber of its faculty.

Instructional Requirements

FACULTY GOAL 1: TO MAINTAIN A FACULTY WHICH CONSISTS OF OUTSTANDING INSTRUCTORS WHO ARE DEDICATED TO THE IDEALS OF THE LIBERAL ARTS AND SCIENCES.

Faculty are hired to teach, therefore the supreme responsibility of each faculty member should be the instruction of students. Their personal academic pursuits and research are important, but quality instruction of students must be paramount to these endeavors. This attitude is currently held by most educators and it should be stressed to prospective faculty members. This attitude, along with the importance of innovation in instruction, should be continually encouraged to sustain the vital role of the faculty in the Continued Renaissance.

The University is fortunate that it has a large number of faculty who are dedicated to teaching students in a liberal education environment. However, some educators are not outstanding, and even the best have some weaknesses. Imperfections in instruction most greatly affect the education of students. Therefore, students should play a large role in defining the weaknesses of an educator. The course/faculty evaluation system should focus on providing insight to instructors to help them teach students better. This system should also be designed so that students feel their honest evaluations are given consideration, lead to improvement in overall instruction, and will not cause them negative consequences. New avenues should be opened to allow faculty to improve their weaknesses. These could include a faculty mentoring program or classes on certain aspects of instruction. Strong encouragement should be given to instructors, especially to those with consistently poor evaluations, to take advantage of these avenues.

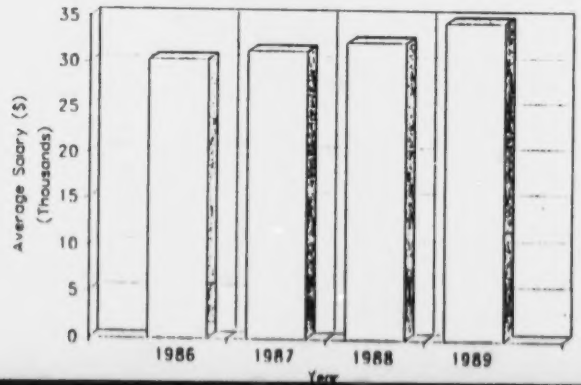
The student evaluation of faculty process should also extend into the hiring of faculty. The requirement that every prospective faculty teach a class should be continued to allow students the opportunity to evaluate the quality of teaching of each potential instructor. Students should also be given the opportunity to meet with prospective faculty members on a personal basis to allow for a more complete assessment of potential faculty. Student appraisement of potential faculty should be highly considered in the hiring process since it is the education of the students that will be most greatly affected by the decision.

Benefits for Faculty

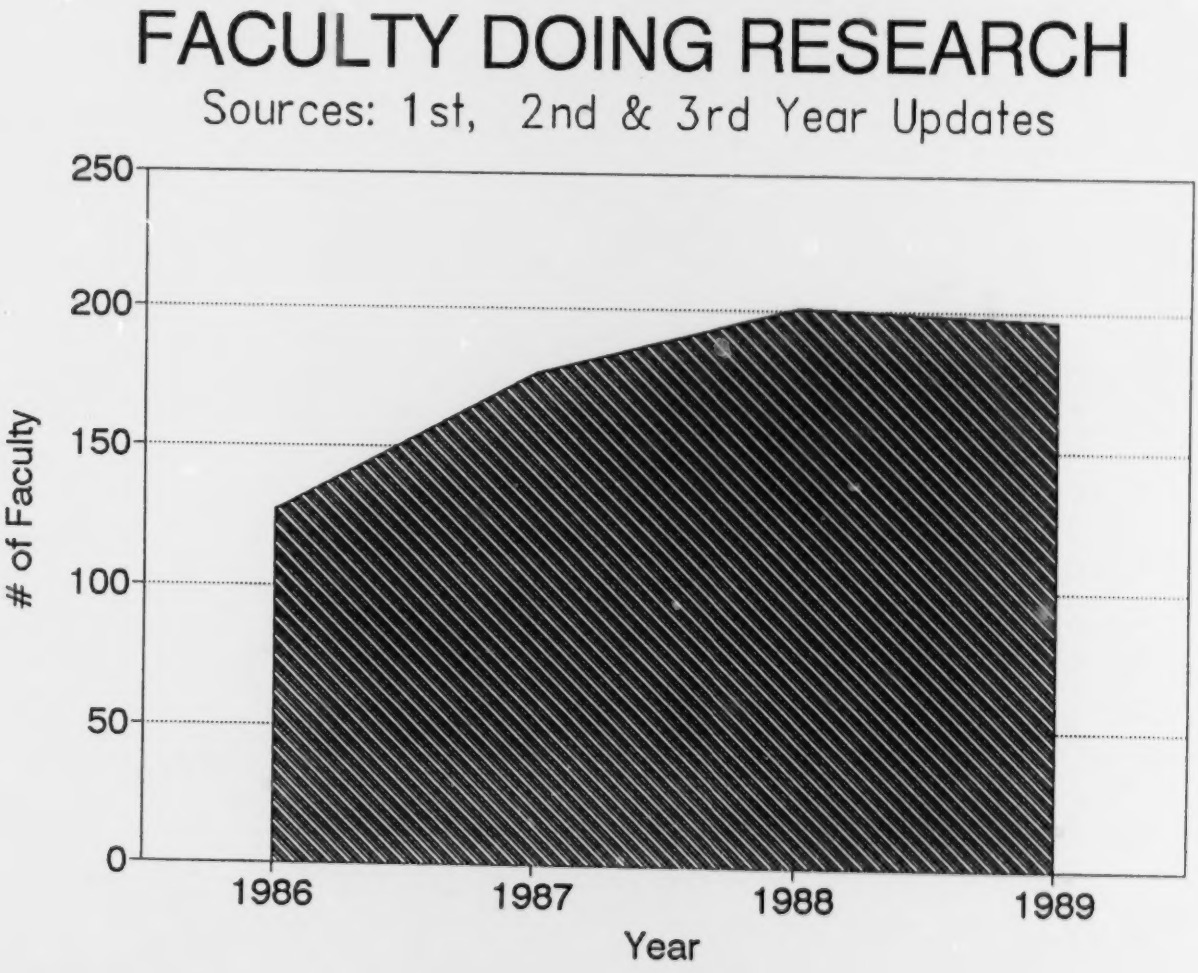
FACULTY GOAL 2: TO ATTRACT AND RETAIN OUTSTANDING FACULTY BY REWARDING THEIR EFFORTS FINANCIALLY AND ALLOWING PERSONAL AND PROFESSIONAL DEVELOPMENT.

The University has attracted and retained outstanding faculty despite below average salaries. Exceptional educators have been attracted by an exciting period of change in the University and a relative amount of freedom in their work. After a period of time, these benefits can lose importance, especially as instructors will be in high demand during the impending national shortage of university faculty. In order to continue to attract and retain outstanding educators, the salaries of faculty should be raised. During the period of pay raises, ideas such as merit pay for instruction and course loads should undergo consideration. Reward systems, such as merit pay, would help ensure the retention of outstanding faculty members. The structure of the tenure/promotion system should also be designed to reenforce the importance of good teaching.

AVERAGE FACULTY SALARIES
Sources: 1st, 2nd & 3rd Year Updates



A good-faith relationship should be maintained between the University and its faculty members. A good relationship breeds loyalty, resulting in better morale and retention. The University should begin the relationship by quickly fulfilling its hiring promises. The University should maintain this relationship by allowing faculty to delve into professional development and research pursuits. This includes providing the financial and information resources to effectively conduct these pursuits whenever possible. Faculty participation in the formulation of University policy also helps to strengthen the relationship. However, the administrative requirements which the University places upon the faculty should be guided by their impact on the effectiveness of instruction. Serving on University committees allows faculty input into the decision making process but the extent of participation should be balanced with instructional and personal/professional development concerns.



Advising and Registration

Widespread student concern has been expressed over the quality of academic advising on campus. The University was awarded a $201,190 federal grant to alleviate the problems and create a new advising system. Considerable student input should be incorporated into the grant process, which will develop the details of the system. We will refrain from discussing the structure, instead, we will focus on good advising.

First and foremost, an advisor should personally know every advisee. An advisor should have a thorough understanding of the academic program of the University. This understanding, coupled with personal knowledge of his or her advisee, provides an advisor with the ability to give insight to each advisee on ways to fulfill their individual collegiate goals and adequately prepare themselves for future goals. A good advisor should go beyond that, however. He or she should have a thorough understanding of what the professional life in a particular discipline entails. This understanding allows him or her to present a clear picture of the skills that are required for success, the lifestyle a profession allows and the limitations the vocation possesses. This clear picture allows students to make informed choices in career planning.

The registration process stems out of the advising system. The dawn of registration by phone allows for significant change in the process. Allowing upperclassmen to register without the signature of their advisor is one change that should be studied. This change would eliminate some of the "red-tape" of registration for students who have an understanding and experience with the process.

The early closings of classes due to inadequate numbers of sections offered is one of the largest problems of the registration process. The inability of students to take the classes they need or have a great desire to take affects their graduation program and their academic satisfaction. Although it greatly affects the registration process, the problem is one of staffing rather than something inherently wrong in the registration procedure. The teaching loads of faculty, class sizes, number of classrooms, and number of faculty the University can support provide limitations in the quantity of course sections offered. However, the early closings of classes is of significant enough importance that solutions to the problem should be explored.

FACILITIES

Facilities are the most apparent, but one of the most limiting aspects of the University. Facilities provide the physical ambience and framework for the University Community. Attractive and functional facilities can serve as an inspiration to those on campus, and those who are considering becoming a part of the University Community. Conversely, poor and unattractive facilities can inhibit the educational process and serve as a deterrent to those who are considering becoming a part of the University Community. The importance of foresight in the planning of facilities is imperative because large capital expenditures are required to improve or adapt them.

FACILITIES GOAL: TO PROVIDE FACILITIES AND TECHNOLOGY WHICH FULFILL THE NEEDS OF STUDENTS AND FACULTY AND WHICH ENHANCE THE LEARNING ENVIRONMENT

Pickler Memorial Library

The most central and symbolic academic facility on a campus is its library. Pickler Memorial Library, upon its completion, will set a fine academic tone for the University by its functionality and collegiate academic ambience. While the tone will change by the completion of renovation/addition, the beat of the rhythm must also change. The beat currently ends at midnight on weeknight and 10 PM on weekends. The idea that the heart of the beat of learning at a rigorous and outstanding Liberal Arts and Sciences University ends at a certain hour is absurd at best. The learning process occurs 24 hours of each and every day, and the hours of the Library should reflect that. The purpose of the Library is to make information available to students and faculty members in order to nurture growth in their understanding of the liberal arts and sciences. To deny students and faculty access to the library at their convenience, especially to those who have time constraints due to their participation in the University Community, runs contrary to the ideals of liberal learning.

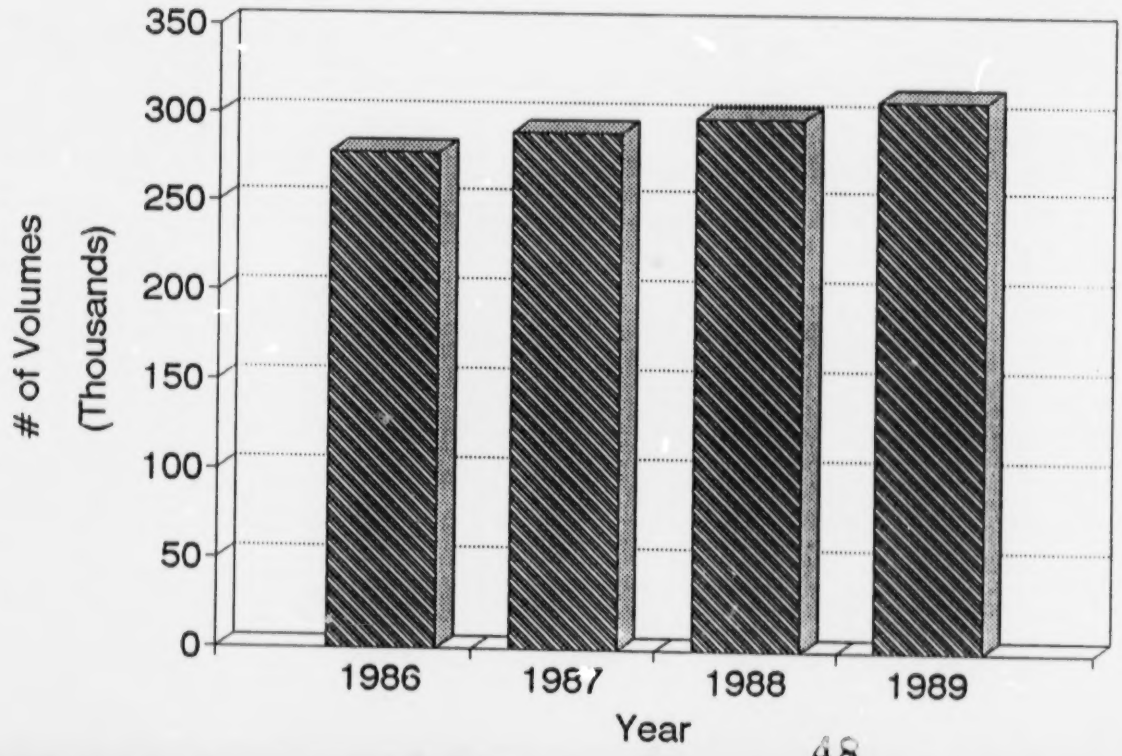
The library should maintain and expand its collection in order to provide students and faculty with sufficient information to fulfill their classroom, research, and personal development goals. With the University's Liberal Arts and Sciences Mission, the Library's collection should focus primarily on these topics. However, it should not ignore non Liberal Arts and Science topics because a well-rounded person should have interests outside of the Liberal Arts and Sciences.

The Library should continue to employ technological improvements in information storage. It should consistently incorporate the rapid advancements in information technology, such as current laser disks, to allow for more convenient and compact storage of information. Current laser disks can hold 55,000 pages of information on them and with the rapid advancement of technology, it is impossible to predict what will be possible in the year 2000. The savings in space, improved information availability, and convenience make it imperative that Pickler Library keep relatively current in its information storage methods.

The completion of the second phase of the Library renovation will bring a computer laboratory into the building. Having a significant computer lab in the Library will be of great benefit to students as it will combine information sources with the means to relate and develop them in the same building. With the library hours being extended to 24 hours, the computer laboratory being included in the library will alleviate the current problem of limited computer laboratory time availability.

PICKLER GENERAL COLLECTION

Sources: 1st, 2nd, & 3rd Year Updates



General Technology

As the role of technology increases in daily life, its use in the University Community should follow suit. The improvement of technology affords new opportunities in and out of the classroom, many of which were discussed previously in *The Classroom*. The widespread use of computers (especially for word processing) and calculators increases the productivity of students by shortening the time required for the tedious aspects of learning. This allows more time for true intellectual development. The computer resources on campus should be divided to most effectively meet the educational needs of the University. Computer labs should maintain adequate hardware, software, staffing, and hours to fulfill the needs of students. A fully equipped and competently staffed computer lab, likely the one in the library, should be open 24 hours.

In order to provide students and faculty with adequate information resources and to allow students the opportunity to work with equipment they will use in graduate school or the workplace, the University should attempt to stay relatively current in its technology. The recent installation of new mainframes and the joining of the information systems BITNET and MORNET indicate a significant commitment to this idea. Renovations to academic buildings and Residential Halls/Colleges should incorporate considerations for increased technology by providing upgraded phone and electrical lines to allow for the extensive use of technology.

Renovations

As a result of the Five Year Plan, the facilities needs of the University have greatly changed. Renovations to McClain Hall/Baldwin Hall/Ophelia Parrish, Science Hall, and Violette Hall were the three major state-funded facilities projects included in the Five Year Plan. The State has yet to contribute any money to these projects. The incorporation of new curriculum requirements, new faculty, and a changing demographics of the student body due to the Five Year Plan has made the completion of these projects imperative. From insufficient music practice rooms to outdated science labs, the Liberal Arts and Sciences Mission of the University is being stymied by the lack of completion of these projects.

However, the lack of funding has provided an opportunity to reevaluate the renovations to meet the actual, instead of the projected effects of the Five Year Plan. An immediate evaluation of the facilities needs of campus should occur to allow for the coordinated optimal use of existing facilities and reconsidered renovation and expansion projects.

The University should practice the social responsibility inherent in a liberal education by using the resources of the global community responsibly and eliminating physical barriers to those with physical limitations. Renovations should incorporate concerns for the environment, especially energy efficiency in heating and cooling. They should also include full handicapped access to all buildings and sidewalks.

Continued consideration should be given to campus beautification in order to create the ambience of an outstanding Liberal Arts and Sciences University. However, due to the limited financial resources, the primary focus of construction projects and money should be meeting the needs of the University Community.

Renovations to residential living facilities are of particular interest to students. As the buildings age (most were built 20-35 years ago), a more frequent renovation cycle will need to be implemented so that residents can live in relative comfort. As stated by Peer Advisor Andy Bryan at one of the Vision Committee's forums, "If they (students) are living in a building that is falling down, they are not going to want to go to class and achieve the high goals of the University." The state of residential living facilities are of significant importance to the entire Community because the living conditions of students affect their overall attitude toward the University.

Many students feel that the University should take action soon on the future of the old part of Ophelia Parrish. They believe that it is an unnecessary campus eyesore and should either be utilized for something other than toilet paper storage or razed.

A number of students desire the construction of a quality student recreation building. They feel that Pershing and Kirk Buildings lack adequate facilities and availability to allow students to relieve stress and build sound bodies. The primary reason for student opposition to the building proposed during the 1988-1989 academic year was the inadequacy and unattractiveness of the proposed facility, not the concept of building one.

The varsity athletic facilities should also be evaluated for their adequacy. Sufficient facilities are essential in building and maintaining a successful athletic program.

The future of the radio station should undergo evaluation. A university radio station can serve as an effective tool in the development and maintenance of a cohesive community. It can help tie off-campus students into the Community. Without an appropriate transmission tower, the potential of the radio station is limited. The construction of a transmission tower which could service most or all of Kirksville should be given strong consideration.

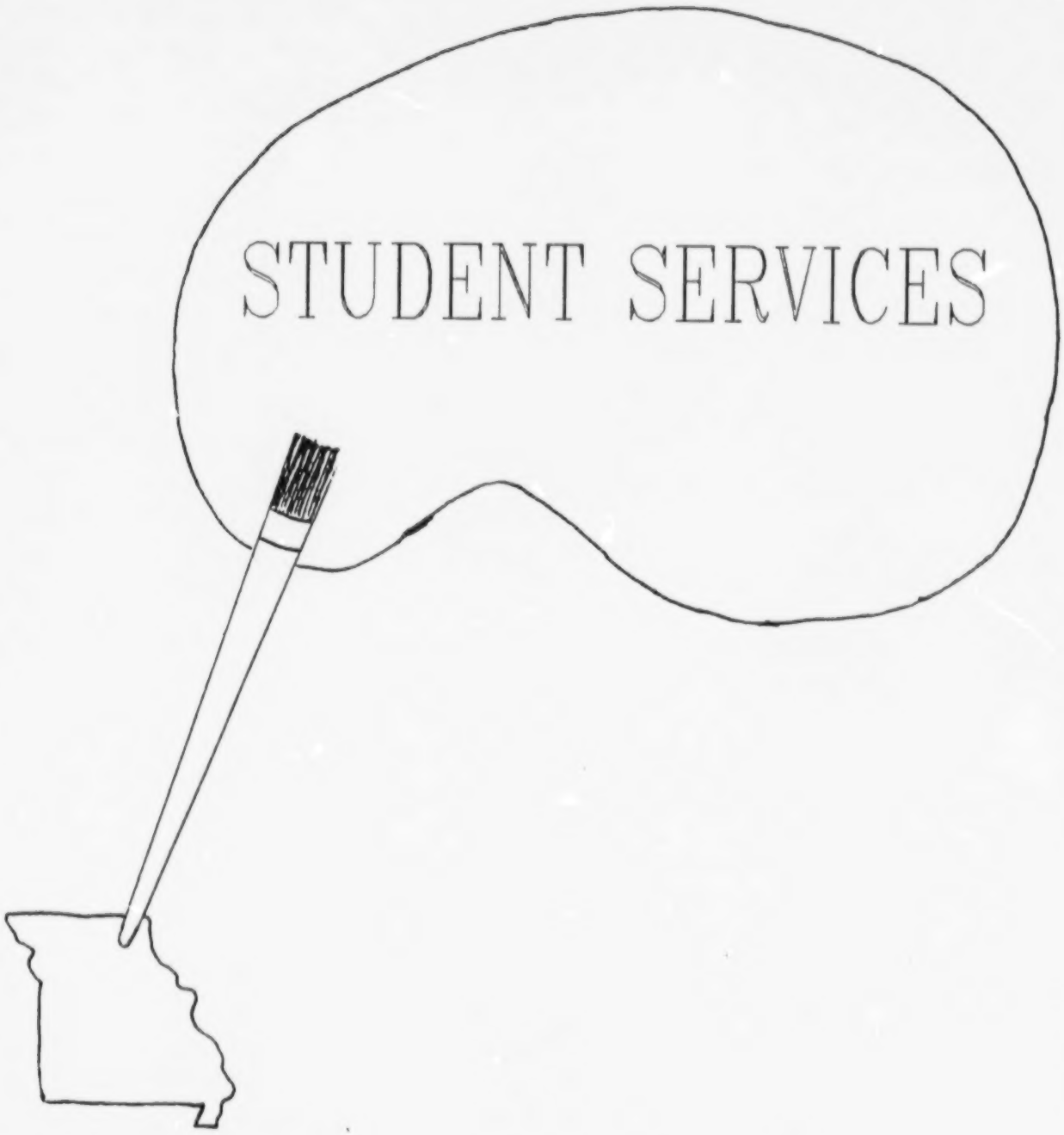
The time in which a company can complete a specific project should receive strong consideration, along with the cost, in the granting of construction contracts. University renovations and expansions are undertaken out of necessity and therefore should be completed expediently. Furthermore, individual students have only four or five years to use buildings. A major building project, such as the Pickler Library project, should instill pride in the University. Instead, the slow progress has instilled frustration and pessimism in students as they realize they will receive little, if any, personal benefit from it.

Campus Planning

In order to create the necessary atmosphere for a unique and outstanding University, there should be a coordinated scheme for the campus. It should be vibrant, to bring out the energy of outstanding liberal arts programs; yet dignified, to embrace the methodology inherent in outstanding science programs. As examples, the standard white drywall hallways should give way to murals and the walls of the Residence Hall/College rooms should be open for the free expression of residents. Although this planning scheme should be lofty and cohesive, it should also be practical and flexible so that it does not hinder the specific needs of the University. It should undergo constant evaluation and allow for maximum flexibility and meaningful input by everyone it affects so that it remains practical.

Campus Bookstore

The purpose of maintaining a Campus Bookstore is to provide students with a guaranteed source of textbooks and other incidental needs. The University establishes an official monopoly (although other businesses can compete off-campus) with a company, currently Barnes and Noble, to ensure these needs are met. In turn, the company provides the service in order to make a profit. The University should work closely with the Campus Bookstore to guarantee that student needs are accommodated at a reasonable price, while at the same time, the company is able to make a profit.


STUDENT SERVICES

The Liberal Arts and Sciences experience encompasses much more than a student's academic encounters, it includes all of the events that a student partakes of in the University setting. The benefits of the aspects of the liberal education experience outside of the classroom are less tenable, even though a student partakes in the classroom experience only 15 - 20 hours per week. Because of the relative time allotments, the quality of experiences outside the classroom is an important factor in the entire experience. From the perspective of students, one of the great failings of the Five Year Plan was its virtual disregardment of the nonacademic aspects of the University experience. This has resulted in a perception that student services have been considered by some administrators as luxuries instead of necessities. It has appeared to students that as the demographics of the student body have changed with the new Mission, the Academic Program has been adjusted to meet the change but the Student Services have not.

STUDENT SERVICES GOAL: TO PROVIDE NON-ACADEMIC SERVICES TO STUDENTS WHICH ENHANCE THEIR UNIVERSITY EXPERIENCE, ALLOW FOR GROWTH OUTSIDE OF THE CLASSROOM, AND CREATE A COMFORTABLE AND ENJOYABLE ENVIRONMENT.

Student Government

Student Government serves the students and improves their lives by being their voice on policy issues. The Student Senate should play a larger role in a redefined method of passing University legislation. It should have the same power which the Faculty Senate enjoys. Both bodies should be given more than "rubber stamp" power as they are the representation of the two largest segments of the University Community. The Student Senate should maintain a clear and close working relationship with administrators to facilitate this goal. This relationship must be built upon mutual respect and good-will. The relationship, however, must not impinge upon the responsibility that Senate has to represent the views of the student body. Student Senate and administrators should work together, but the Senate should not become an extension of the Administration. Student representation on university committees should continue to increase so that all committees which make decisions on policies of the University have student input.

. The merits of extending the role of Student Government closer to the lives of students should be analyzed. The initiation of a student judiciary board is one idea that should be studied. The principle of citizens being judged by their peers is a fundamental principle of the American judicial system. It would seem appropriate that this principle become a part of the University community.

Student Organizations

Vibrant student organizations are essential in the creation of a sense of community within a unique and outstanding Liberal Arts and Sciences University. Organizations should allow students opportunities for leadership and involvement in the Community, thus improving themselves and the Community. Vibrant organizations provide students with an enjoyable experience, personal development, and enhancement of the academic experience. They can also instill a sense of responsibility to the University Community and larger communities. An environment which allows for the development of robust organizations should be cultivated. This cultivation should include the provision of office space, funding, staff, equipment, and general support from the University.

Student Union

The Student Union should be the center of student life. Porter Butts, the father of the student union concept, said "The phrase 'unifying force' supports rather better than anything else, I think the meaning of the word 'union' and the concept of a union as a positive contribution to college life, rather than just a convenient place to gather or a physical facility giving service..." It's design should provide students with an enjoyable place for recreation, socializing, and participation in student organizations. The hours the building is open and the plans for the impending renovation of the building should accommodate those needs. The recent extension of hours and renovation of the Snack Bar are steps in the right direction, but further improvement should be undertaken.

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The Student Union should also serve as the hub of student activities. Its extensive use by administrators and groups outside of the University frequently impinges upon student organization use of the Union. The balance between student and other uses should be reevaluated. In order to fulfill their aims, student activities should be given adequate facilities to work in. The facility needs for student organizations should be evaluated to assure that they can function effectively. Perhaps other arrangements should be made for non-student groups as the students of the University specifically pay for the Union.

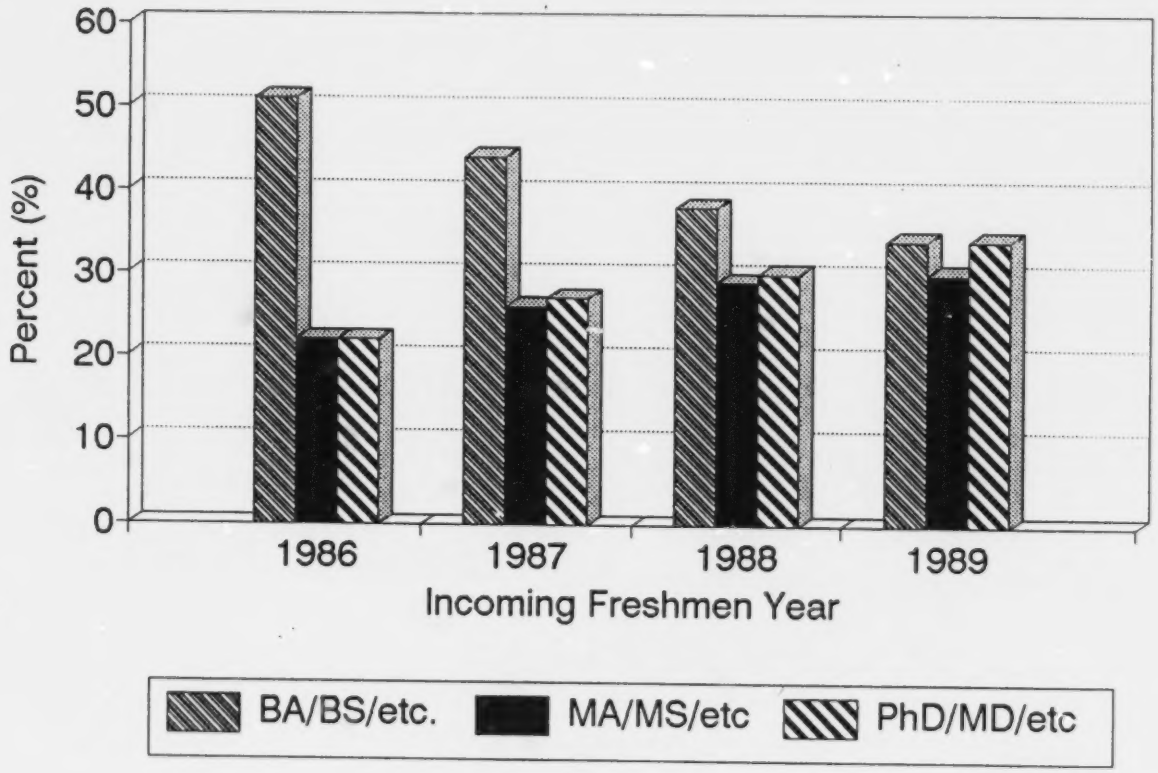
The governance of the Student Union should undergo reconsideration. While there is student representation on most committees on campus, there is no student input into the governance of the Student Union. This is particularly disturbing since the construction of the building was paid for by student taxes. This flies in the face of "no taxation without representation," a principle that our nation was founded upon. Students should play an active, rather than an advisory role in decisions made about the Student Union. This is particularly crucial in the long-term decision process, including the current renovation plans, as these decisions will affect the students' building for many years.

Career Planning and Placement

While the entire University experience is intended to prepare students for the future, Career Planning and Placement plays a special role in that preparation by assisting students with the logistical considerations for their future. The services offered by Career Planning should be constantly evaluated to meet the needs of students. Career Planning and Placement should focus on a holistic approach to career planning. It should provide students with the information and the contacts for successful career planning. It should help students develop skills necessary in the search for employment. Planning for graduate school should also be an important service as the focus of the University turns more towards graduate school preparation. Programming and services for graduate school preparation should parallel those for career placement in terms of intensity and scope. Designated members of the staff should be "graduate school experts" and a graduate school resource center should be opened and maintained to compliment the resources offered by individual divisions.

EDUCATIONAL ASPIRATIONS

Source: 3rd Year Update



Student Health Services

The University's Student Health Services are a facet of the University that has appeared to adjust slowly to the changing face of the student body and the changing health needs of University students. As the distance from home of the average student increases, fewer are able to see their personal doctor when sick. Changing health concerns, such as the increase in sexually transmitted diseases, should also be met. An evaluation and upgrade of the health services on campus should be undertaken to meet these changes. Particular consideration should be given to the staffing and hours of the clinic and the range of health services offered on campus. Furthermore, educational programming should be conducted and preventative health measures should be available, such as condoms, to meet the changing health needs of college students.

The availability of on-campus counseling is of upmost importance. As the University has raised its academic standards, the stress on students has risen. This, combined with an ever more complex world and the stresses of growing up, make quality and easily accessible counseling imperative. The supervised utilization of graduate students in counselling should be investigated to provide economical and experience-granting solution to the issue.

Athletics

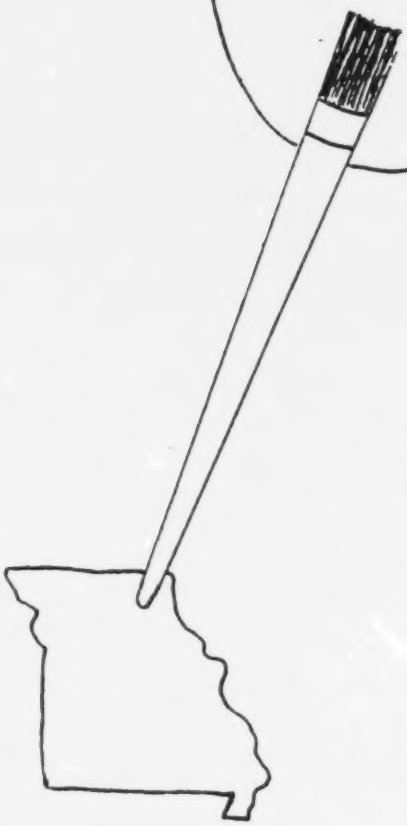
The varsity athletic program of a university can provide a unifying force which can be used to build community. Athletics can also provide outstanding experiences for those who participate in intercollegiate athletics by challenging the body as well as the mind, instilling a competitive spirit in participants, and developing the importance of teamwork.

Varsity teams should strive for success on the playing field. This desire for victory must not be at the expense of the education of the student-athlete, however. Furthermore, as athletics are intended to be character building, success should also not come at the expense of NCAA rule violations. With the high profile of the athletic program of the University, it is imperative that the program operate beyond reproach to maintain the reputation of the University. Representatives of the University should represent the philosophy of the University when formulating external athletic policy.

The current walk-on policy for varsity athletics should be maintained and expanded, allowing true opportunities for all students to try out for all sports. The teams should be chosen from the best who try out, not necessarily those who were most heavily recruited. In order to reflect the University's growth beyond the confines of the State of Missouri, recruiting should take place throughout the Midwest, not only within the State.

For those students who are unable to provide the dedication that varsity participation requires, the extensive intramural program should be maintained. Intramurals provide, on a smaller scale, the benefits of varsity participation. They also hold valuable social and stress-relieving benefits.

RESIDENTIAL LIVING



Residential Living is the Student Service which has the greatest impact on the University Experience of on-campus students because the Residential Halls/Colleges are their homes for three-quarters of the calendar year. The satisfaction of students with their living arrangements will greatly determine their satisfaction with the entire University Experience. Residential Living also provides the opportunity for students to grow socially, learn to appreciate people, develop a sense of community, and thus grow as a person. Off-campus living is of great significance to the University Community for the same reasons that on-campus living is important.

RESIDENTIAL LIVING GOAL: TO PROVIDE STUDENTS WITH A LIVING ENVIRONMENT WHICH IS CONDUCIVE TO INTELLECTUAL AND SOCIAL GROWTH AND WHICH INSTILLS A SENSE OF COMMUNITY WITHIN THE BUILDING AND THE UNIVERSITY

An integral part of developing as a person and creating and refining ones values is learning to appreciate and understand members of the opposite gender. The segregation which currently exists, in terms of visitation hours and single-sex Residential Halls/Colleges inhibits this personal growth and wastes a wonderful opportunity for students to break down the gender barriers which our culture frequently places between men and women. The policies, in terms of the number of co-educational facilities as well as the visitation hours of most of the buildings should reflect this need to integrate men and women. Some students do not feel comfortable, especially as freshmen, to such a free environment between men and women. Accommodations should be made for those students who feel uncomfortable with co-ed or 24 hour visitation policies but single sex halls and halls with visitation hours should not dominate the campus.

The services of the Residential Halls/Colleges should be continually evaluated to determine their success in meeting the needs of students. These services include the hall desk and the hours it is open, the study and computer facilities, the kitchen equipment, the recreational opportunities, and the laundry facilities. These services need to reflect the changing needs of the students of the University. The increased distance that students are from home necessitates changes in the policies on the openings and closings of the Residential Halls/Colleges.

Residential Colleges

The Residential College system is one of the most divisive issues among students on campus. Some students like the system, others dislike it, regardless of their residence. The system has its merits for some, but it is not for everyone. Some students desire an alternative environment which has less structure. Developing a clear picture of what students desire for Residential Colleges was one of the most difficult aspects of writing this report.

It appears that the concept of Residential Colleges lies well within the mission of a uniquely outstanding Liberal Arts and Sciences University. It also appears, however, that Residential Colleges do not meet the needs of all students. It would then appear that the best solution, from the perspective of students, is to make a commitment to keep both systems. Furthermore, this commitment would likely end the obsession in the Residential College System to prove the worth of the Colleges, especially compared to the traditional format.

Residential Colleges contain several benefits. They bring faculty into the daily life of students which helps to break the "generation barrier" that can exist between instructors and students. The Colleges provide residents with the convenience of being advised within the building they live. The low peer advisor to student ratio gives students, especially freshmen, a close tie to an upperclass student to whom they can turn for help. However, students appear to feel that there are several problems which seem to pervade the Residential College System. There appears to be a lack of definition of the program and thus, what makes it different from the traditional program. Secondly, there is a feeling that the Peer Advisor system has become an extension of "the administration" to become a more effective police force, instead of serving primarily as peers who help fellow students. There is also sentiment that while the year-long goal is to build a family within the college, the process of writing an essay to "rejoin the family" for renewal, destroys much of that family feeling. Concerns also exist over the pressure members feel to participate in the College, even over activities outside of the College, especially for renewal concerns. The lack of specific knowledge by general Residential College advisors can pose problems for students in highly structured degree programs. The Residential College system should evolve to alleviate these problems while retaining its positive aspects.

The Residential Colleges should become communities of learners. Each member should bring to it his or her special talents and perspectives and should be allowed to participate as much or as little as he or she desires within the College. It should be a place where diverse students live with, learn with, and learn from each other. Interested faculty should be included to contribute their unique perspective. Because of the importance of diversity and the attempts to break down traditional barriers that separate people, this community would best function in a co-educational environment. However, a considerable number of students feel more comfortable in a single-sex community environment. Therefore, it is probably best to maintain one male and one female College in addition to co-ed Colleges. The Peer Advisors certainly should maintain order, but they also should be seen by their students more as peers and friends than as authority figures.

Food Service

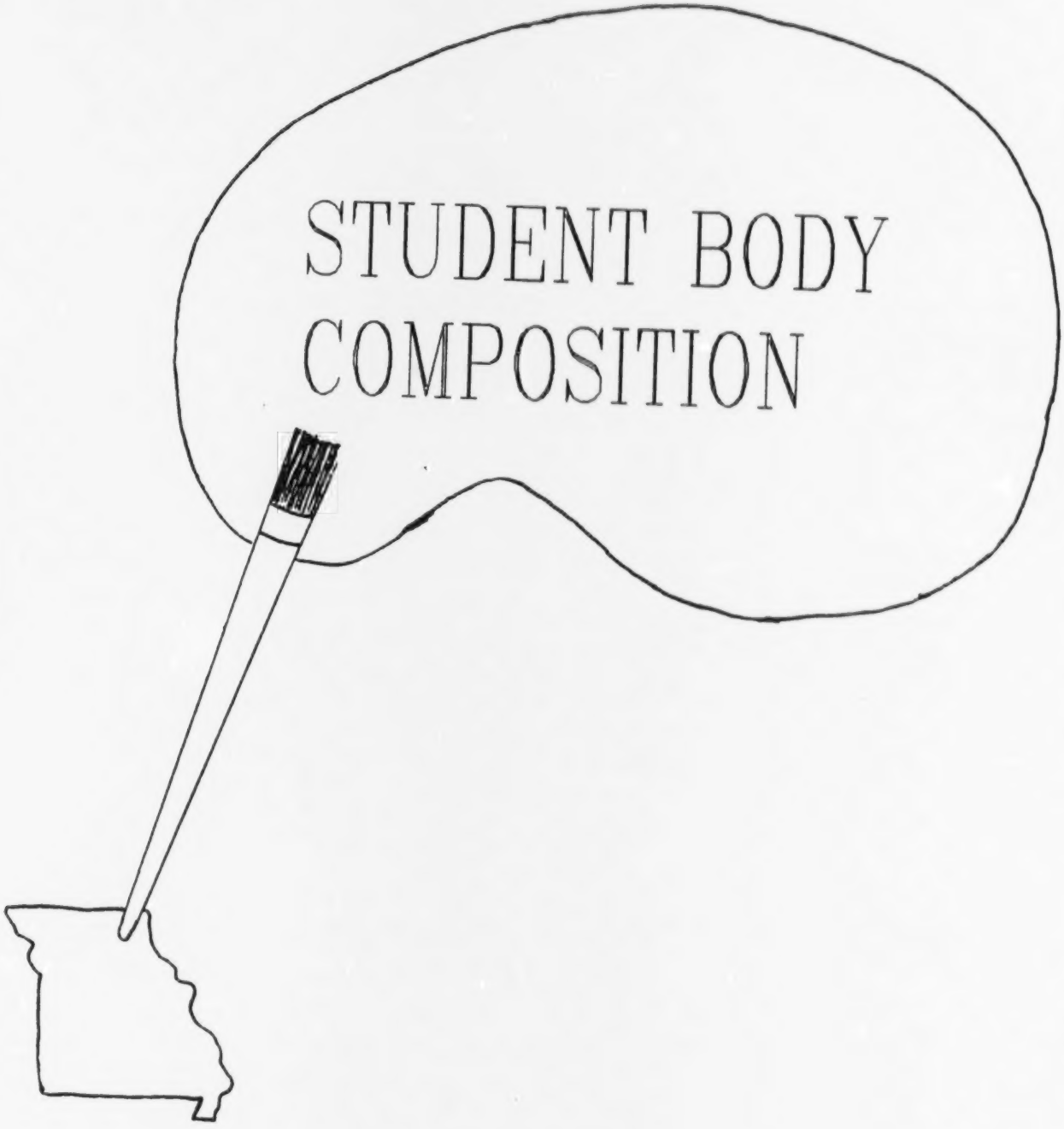
Food Service is one part of Residential Living that all in the Residential Halls/Colleges are subject to. It is likely impossible to serve institutional food which is pleasing to the palates of all students, but efforts should be made to satisfy the tastes of students. Mixing a variety of foods with consistently popular items, such as hamburgers, helps to increase the number of satisfied eaters. Of more important long term concern than the taste of food is the nutritional quality of the food. Emphasis should be placed on reducing the cholesterol, fat, preservatives, and salt contents of the food served. Nutritional information should continue to be provided and expanded. The consequences of long-term health problems due to unhealthy food are much more serious than the bad memories of dorm food.

In addition to a variety of foods, a variety of food plans should be offered. Some students seldom eat certain meals or go home on weekends frequently but still pay for the meals. Other on-campus students find it necessary to eat frequently in the Student Union Building instead of in the residence dining rooms. Several meal plans should be developed for students in order to create a more equitable system.

Off-Campus Living

With 49 percent of the student body living off-campus, the quality of available off-campus housing significantly contributes to the overall experience of the University. Efforts should be made by the administration and the student government to improve the quality of off-campus housing for University students. Pressure should be placed upon landlords and city inspectors to guarantee inhabitable living accommodations for students. Pressure should also be placed upon landlords not to discriminate against student tenants.

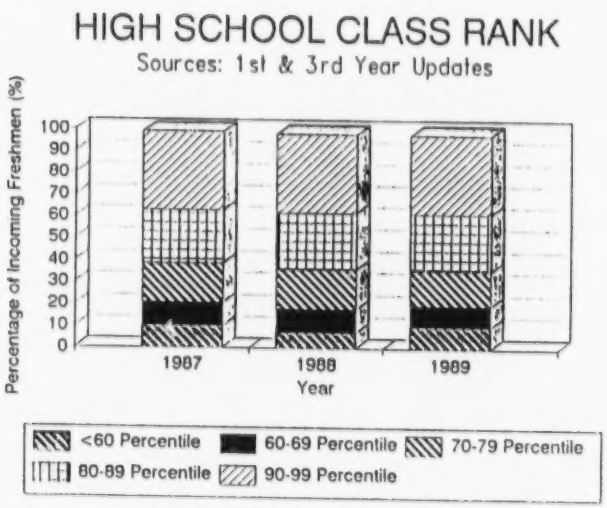
The University should also actively encourage the City to improve the public works in the vicinity of the University. The old, cracked sidewalks are hazardous to those who use them. Bad sidewalks, combined with insufficient lighting make walking in the area around the University extremely treacherous. The situation also opens the door for assaults.

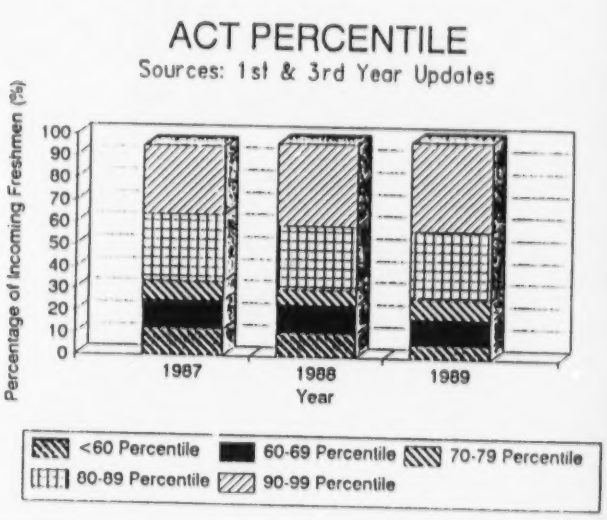

STUDENT BODY
COMPOSITION

In order to create and maintain a unique and outstanding Liberal Arts and Sciences University the abilities, interests, and experiences of its students should be in keeping with the mission of the University.

STUDENT BODY COMPOSITION GOAL 1: TO MAINTAIN A STUDENT BODY WHICH HAS THE ABILITY AND DESIRE TO RECEIVE A UNIQUE AND OUTSTANDING LIBERAL ARTS AND SCIENCES EDUCATION BY CONTINUALLY STRIVING TO INCREASE ADMISSION STANDARDS AND IN NO WAY REDUCE THEM.

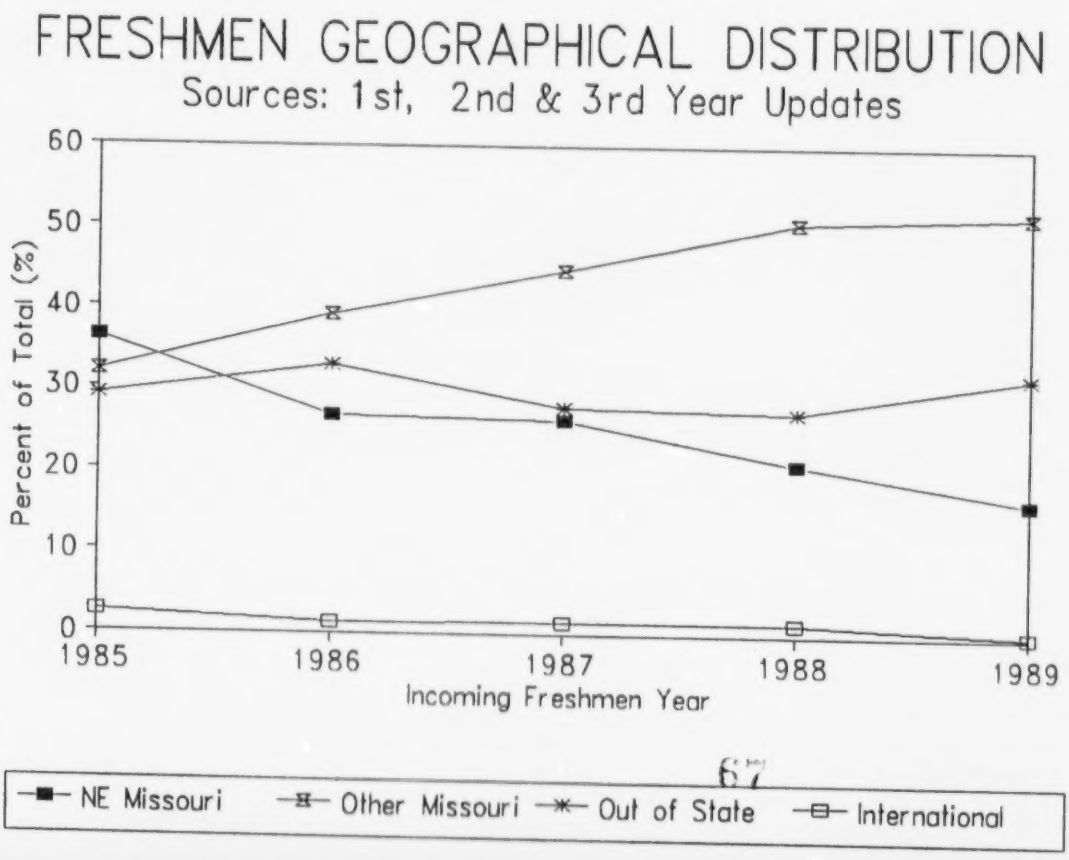
The University should target its recruiting efforts at students who have proven interest and talent in the Liberal Arts and Sciences. This proof can be verified by a combination of test scores, activity and leadership records, and high school academic records. The initiation of personal interviews with every prospective student should be considered in order to gain a better understanding of applicants. Students who merely tolerate the Liberal Arts and Sciences drain the enthusiasm for learning which should be present at a unique and outstanding Liberal Arts and Sciences University. Students who are not able or willing to survive, if not thrive in a nationally competitive university also dampen the University experience.

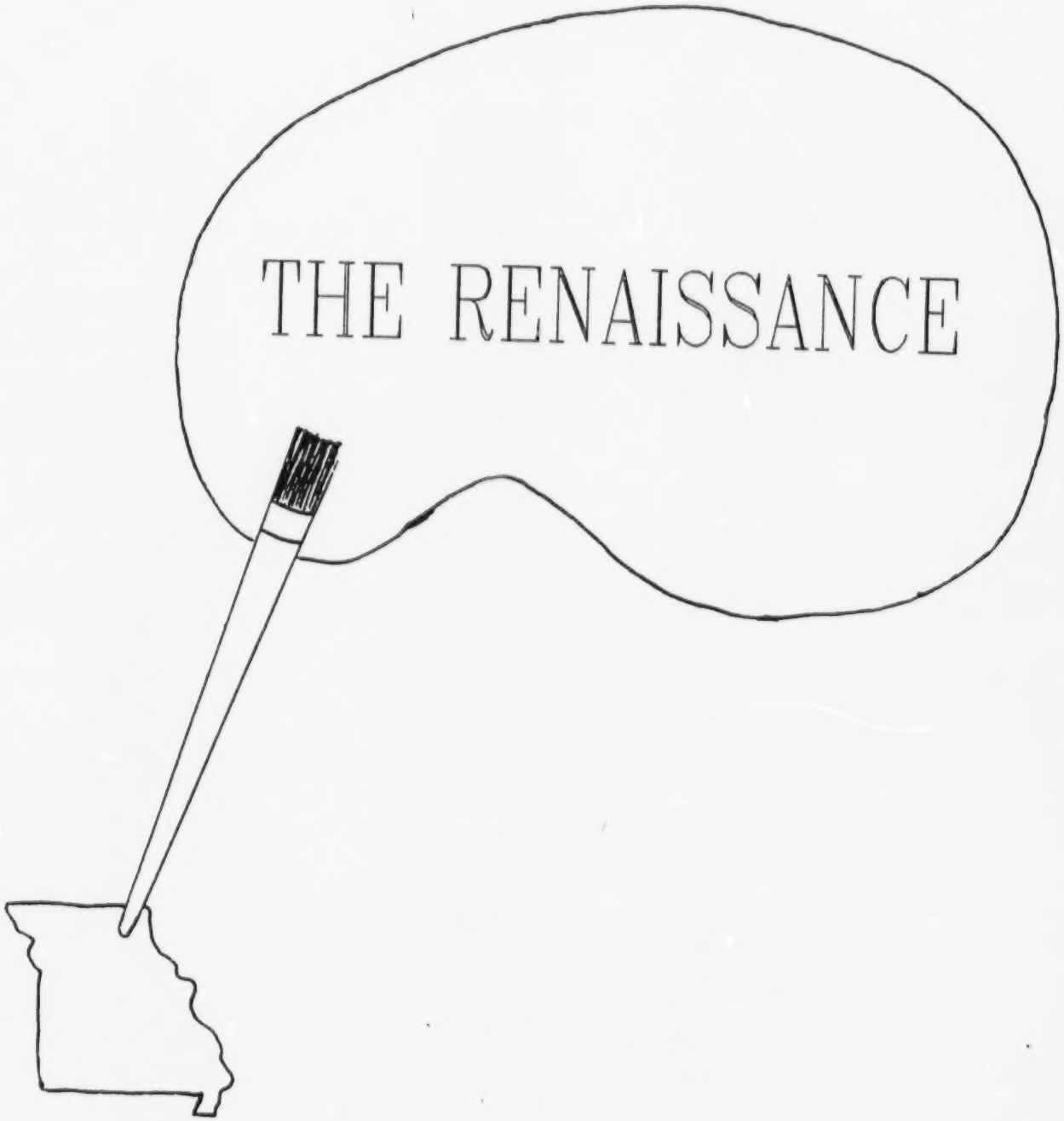




STUDENT BODY COMPOSITION GOAL 2: TO MAINTAIN A STUDENT BODY CONSISTING OF SUFFICIENT CULTURAL, RACIAL, AND GEOGRAPHICAL DIVERSITY TO ALLOW FOR THE APPRECIATION OF PEOPLE WITH DIFFERENT BACKGROUNDS.

An important part of the Liberal Arts and Sciences Experience is the appreciation of diversity. Diversity grants students new perspectives and opens their minds to new ideas. The best ways for a student to appreciate diversity is to experience it in the people around him or her. Thus, it is important that the student body consist of a diverse group of people. Appreciation of cultural diversity becomes increasingly important as the world becomes more interdependent. Efforts should be made to increase the number of foreign students on campus and to increase their assimilation into the student body. An effort also should be made to increase the number of racial minorities as well as their retention. It is through interracial contact and cooperation that the ignorance of racism can be shattered. Geographical diversity is also important because within a nation as large as the United States, the perspectives of people vary significantly due to their geography. The students from outside of the region also help by spreading the reputation of the University.




THE RENAISSANCE

An environment which fosters change and excellence is needed to create a unique and outstanding University Community. This section of the report describes some of the changes in the environment of the University which would aid the Continued Renaissance of the University into a nationally recognized Liberal Arts and Sciences University.

In order for a dream to succeed, those involved must "buy into it." The Continued Renaissance which this report outlines can only occur if everyone in the University Community accepts it and plays a role in its fulfillment. The word community is essential because everyone - students, faculty, staff, and administrators - must join in communion with one another to create an exemplary university. The part of the Renaissance which already has occurred - the attraction of outstanding students and faculty, the "Value-Added" Assessment Program, and the change in University Mission - could have been accomplished by the brute force of administrative policies. These major changes have already occurred. The finer changes which will make the University unique and truly outstanding must come from a desire for excellence in every member of the University Community.

Student Attitudes

Before students will "buy into" and participate in the Continued Renaissance of the University, they must feel a part of the Community and develop a sense of ownership and pride in the University. Currently, many students feel a "We-They" relationship, instead of an "Us" relationship, with the Community. "The Administration" and "The University" are "They's", instead of fellow citizens of a common society. Several factors significantly contribute to this feeling of non-citizenship and disenchantment.

One of the major sources of unrest is the perceived insensitivity of "The Administration" to student concerns in developing nonacademic policy. There has been a perceived attitude from "The Administration" that Student Services are a luxury, instead of a necessity, in the University experience. As the Academic Program was upgraded, little, if any, improvement was seen in the non-academic life of students. As the rigor of classes increased, expanded outlets for stress were not developed. As the areas of the Student Union used by Administrators were renovated, the Snack Bar remained dark. As administrators are asked to make changes which the vast majority of students desire, such

as extending visitation hours and co-ed housing, response is evasive at best. All of these factors have left students with the impression that "The Administration" does not care about their concerns. This perception has alienated many students from the University Community. Although the agendas of student interests and administrative interests may never be identical, the University exists because of and for the students. Therefore, University policy should be guided by a desire to serve the needs of students.

A second major factor in the feeling of alienation is the scholarship/institutional wage issue. In order to increase the ability of the students the University attracts, an extensive scholarship program was developed. The result has been that many of the University's students come to Northeast because of an academic scholarship. The scholarship was contingent upon maintaining a 3.75 GPA to keep it unconditionally and 3.25 GPA to keep it while performing 5 - 10 hours of service to the University per week. The problem occurs, however, when students lose their scholarship. They were told of their high ability and abruptly find they are not able to perform scholastically. They suddenly find themselves at a University without their original intent for being there. The problem is compounded when they look around and see many fellow students in the same plight. It soon appears to them that the University lured many students with large scholarships, knowing that many would be lost. (60% of 1988-1989 freshmen lost their scholarship after their first year.) The result is that many students, rightly or wrongly, feel they were lied to and used by "The Administration" and "The University." They were enticed by large scholarships and suddenly are left with nothing because of a policy seemingly designed to do precisely that. Consequently, distrust and contempt, instead of community is created.

Another problem that the high GPA requirement creates is that current students frequently base their class selection upon scholarship GPA considerations instead of their interests. A reduction of the GPA requirement would hopefully eliminate much of that practice. The high GPA requirement also increases the amount of stress that University students feel, thus making their University experience less enjoyable. These problems are especially prevalent in students with GPA's near 3.25 and 3.75.

Coupled with scholarship concerns are concerns about the pay for students who are not on a work study program. These students are paid at a rate called institutional wage, which is less than the minimum wage. These students, like those who have lost their scholarships, feel exploited by the University.

What is forgotten by the students who feel exploited is that all students benefit, including themselves, by these programs. They benefit when the University's reputation is increased by attracting high ability students and when more services are offered for a lower tuition because of free scholarship workers or sub-minimum wage institutional wage workers. Instead of being exploited, these students are only semi-exploited. However, whether semi-exploited or fully-exploited, the ethical principle of exploitation is questionable and the practice leads to a breakdown in the feeling of community.

A change has already been made in the scholarship policy. All scholarship recipients must work if they maintain a 3.25 GPA or above, eliminating the 3.75 GPA exemption. This eliminates one tier of anguished students. This change, however, is not enough. The solution to the alienation caused by the current financial aid program is to restructure it entirely. In restructuring it, the benefits and problems of the current system should be carefully weighed by administrators and students alike, to create a policy which is of greatest benefit to the University and its students. The content, benefits, repercussions, and rationale of the new policy MUST be explained during the recruitment process so that students do not experience unpleasant surprises after becoming members of the community which would continue the betrayal syndrome.

Many campuses instill a community spirit within the students through traditions. These traditions may include a successful athletic program, annual events, or a myriad of other traditions. With the dawning of the Renaissance and change in Mission, the history of the University was almost considered to be the Dark Ages. There was a great desire to distance the University from its former self. There has been an almost apologetic feeling for its time as a regional university. Consequently, much of the old tradition has been lost. A goal for the Continued Renaissance should be to establish new traditions as well as revive old ones, within the framework of the University's Liberal Arts and Sciences Mission.

Almost in paradox to concerns about the lack of tradition, many students feel the University has not done enough to distance itself from its former image as a partying regional university. They feel that to many graduate schools and perspective employers, a degree from Northeast Missouri State University is no different than one from Northwest or Central Missouri State. Northeast students believe they have more challenging courses and thus work harder and receive relatively poorer grades than their counterparts at regional universities. They fear they will be judged based upon regional university standards by most people outside, and even some inside the Tri-state Region. A more drastic program should be undertaken to further change the University's image. This should include breaking the largest and last major tie to its image as a regional university by renaming the University.

This change will mark the dawning of the new era of the Renaissance and should be done with considerable student, faculty, staff, and alumni input. The new name should reflect the Liberal Arts and Sciences Mission of the University. If the institution is named after a person, it should be named after a Missourian whose life reflected the ideals of the Liberal Arts and Sciences.

Once students are made to feel a part of the University Community, it will be much easier to gain their cooperation in making the necessary changes to develop a unique and outstanding University.

Faculty Attitudes

As a whole, faculty are energetic and are at the University because they enjoy teaching. The faculty should feel the gratitude of the University Community for their fine work. This can be done by relieving some of the administrative burden and pressures placed upon them. This will allow them more time for personal and professional development. The appreciation should also be expressed by allowing for travel and sabbaticals, in addition to raises in salaries. It can also be shown by providing equipment and information resources which enable faculty members to conduct personal and professional goal-fulfilling research. Signs of appreciation by individual students to instructors should also be encouraged. The prominence of the Educator of the Year should be increased, including the construction of a statue dedicated to the winners of the award, to demonstrate campus-wide appreciation for faculty. These signs of gratitude will help retain the desire of a large percentage of the faculty to continually strive for a unique and outstanding University.

As the Renaissance continues, the faculty must be willing to undergo changes in their teaching styles as one-way lecture formats are replaced by instructor-led discussions. For some educators, this will mean the elimination of notes which have been used for years. Some faculty will have to adjust to changes in the methods of evaluations as memorization-based tests are replaced by understanding-based ones. Furthermore, they will have to accept more extensive and binding suggestions for changes in their teaching style. All of these changes will be hard for some faculty to accept, especially well-established instructors. It should be emphasized to faculty that as the University Community benefits from the changes, they will professionally benefit as well.

Staff Attitudes

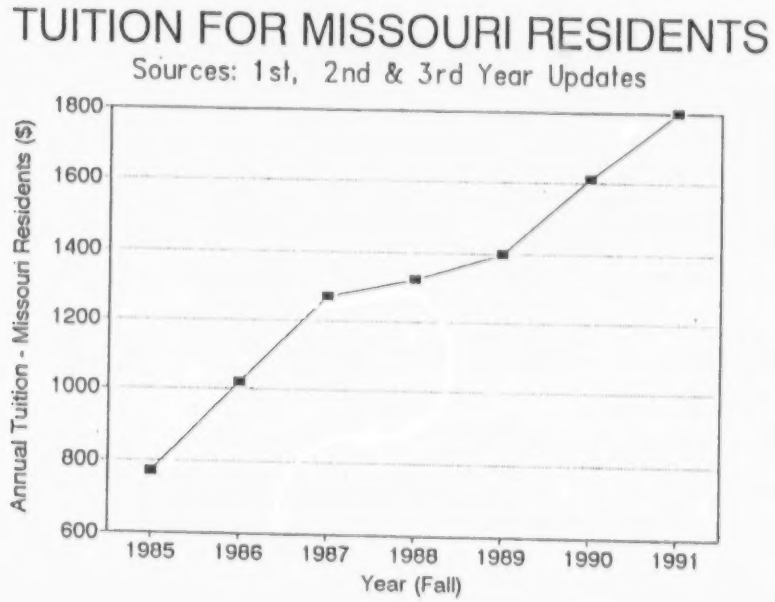
The staff of the University is in the unenviable position of frequently only being noticed when they are less than successful in their job performance. Although some members of the Staff are currently loyal and dedicated, a general lack of courtesy, dedication to the University, and quality of work appears to be problematic. Overwork, underpay, and underappreciation contribute to the problem. Increases in salaries and appreciation by students, faculty, and administrators should occur to help the staff feel a part of the Community.

Administrative Attitudes

The administration should set a proper example for the rest of the University. It should have a students first, faculty and staff second, us third attitude. Administrators should always remember that without the students, they would not have a job. The administration should set high expectations for the entire Community and demonstrate them in their own work. It should have high expectations for faculty and staff members, the equipment that the University purchases, and the contractors who do work. Construction projects which run over in terms of cost and time, new equipment which doesn't function correctly, and poor faculty and staff performance quickly break down the sense of community. The Administration should remain lean in order to quickly and effectively deal with student and faculty concerns and to minimize its large, fixed drain on financial resources.

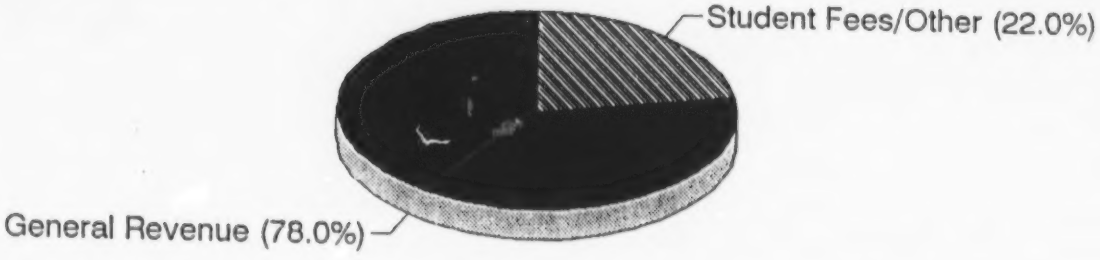
Finances

The largest limitation to the development of the University is financing. The University finds itself in a unique dilemma. It wishes to provide a unique and outstanding Liberal Arts and Sciences Education, which traditionally lies almost exclusively in the domain of private colleges, in the setting of a public university. It must make the education affordable to all, while providing the services of a private school. The predicament is compounded by a State Government which does not have a financial dedication to higher education. It is inevitable that tuition will need to rise relative to other public universities in Missouri in order to maintain and further the standards of the University. However, tuition increases should be minimized and the tuition should remain reasonably low compared to private schools. This is a difficult, but necessary balancing act. Traditionally, most (approximately 70%) of the money used to operate the University comes from the State of Missouri. However, the State is an unreliable and insufficient source for funding. This has been witnessed by the University receiving only $35,000 of the $18.6 million from the State called for in the Five Year Plan for capital improvements and the repeated insistence by the governor to freeze the budget of the University. The money the State does appropriate is subject to politics. Since the University's elitist movement does not meet with the approval of many people in the State, funding is all the more difficult. Therefore, new fund raising initiatives must be launched.



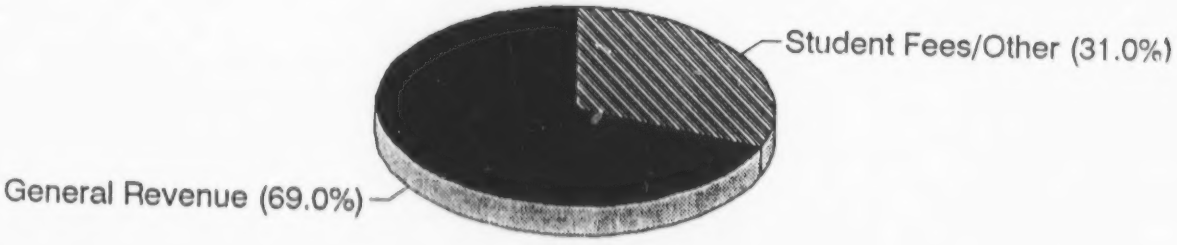
FY 1980 FUNDING SOURCES

Source: 3rd Year Update



FY 1990 FUNDING SOURCES

Source: 3rd Year Update



The first initiative should be to find new ways to lobby the Legislature. Capital improvement projects, which the University desperate needs, are single appropriation measures and thus, not subject to annual political adjustment. Large scale petitions and rallies for more funding, which would involve a large fraction of the University Community, should be considered. The attention they would attract could lead to success in the garnering of funds for individual capital improvement appropriations. A demonstration day in Jefferson City could serve as one possibility for implementing this idea.

Steps should also be taken to further Alumni development. The University should instill into undergraduates the importance of alumni donations so they will donate after graduation. The University is at a disadvantage in alumni development compared to many peer institutions because of some unfortunate realities. The first problem is that the University is a public institution. Many alumni incorrectly believe the State can and will fulfill all of the needs of the University. Secondly, as was previously mentioned, the University has, and with the name change recommendation, would continue to distance itself from its past. In doing so, it also distances itself from its alumni. To many, especially graduates of programs which were terminated by the Five Year Plan, the University is not the same school from which they graduated. This creates apprehension in donating to the school. Furthermore, the alumni of the recent era, many of whom feel betrayed by the University for reasons explained in the *Student Attitudes* section, will be less willing to donate. For these reasons, the alumni of the University may not be able to be tapped for financial resources as easily as they can at other institutions.

Innovative ways to tap the private sector should also be developed. The use of glittery fund raising techniques, such as multimedia presentations, could attract corporate donations. More substantive methods should also be explored. Since much of corporate America is craving for more capable graduates, the right creative idea could become a gold mine for the University. Emphasis should be placed on deriving new and innovative ways to raise money throughout campus.

The unfortunate reality is that without considerable new financial resources the opportunity to become a unique and outstanding University could be lost.

CONCLUSION

The Innovative "Value Added" assessment program placed Northeast Missouri State University as a tiny dot on the national higher education map. The shrewd change in Mission and dramatic rise in academic standards of the University enlarged that dot nationally and has given the University a fine reputation in the State of Missouri and surrounding areas. In order for that reputation to spread, the University must continue its Renaissance and find a special niche in American Higher Education. A University which prides itself upon innovation and excellence should not be content to rest upon an award for innovation won eight years ago or to call itself "The Harvard of the Midwest." The University must move boldly into the future and be at the forefront of change in higher education.

This can only occur by the teamwork of the students, faculty, staff and administration to create a unique and outstanding University Community. The caliber and creativity of the people currently in the Community is aptly capable of seizing the opportunity and creating an innovative University. Members of the Community should shed attitudes which are detrimental to the good of the development of the University. Remnants of the former image of the University should also be shed, including the name of the University.

The entire University experience, not only the academic program, should be constantly evaluated and improved to create an environment conducive to liberal learning. Students should be provided with opportunities outside of the classroom which will help them develop socially and culturally to complement the intellectual growth which occurs in the classroom experience. Students also need opportunities for recreation and relaxation to relieve stress and thus increase their enjoyment of the University experience.

The Renaissance which has occurred during the past decade has positioned the University on the brink of greatness. It is now up to the members of the University Community in the coming decade to fulfill past and current dreams. Continuing A Renaissance vaguely outlines the niche in American Higher Education that the 1990-1991 Student Senate hopes the University will fill in providing a unique and outstanding Liberal Arts and Sciences Experience to its students. It provides direction for future evaluation and improvement in the University. We hope that those who follow us in shaping the University will share our common purpose in making the University Community truly unique and outstanding.

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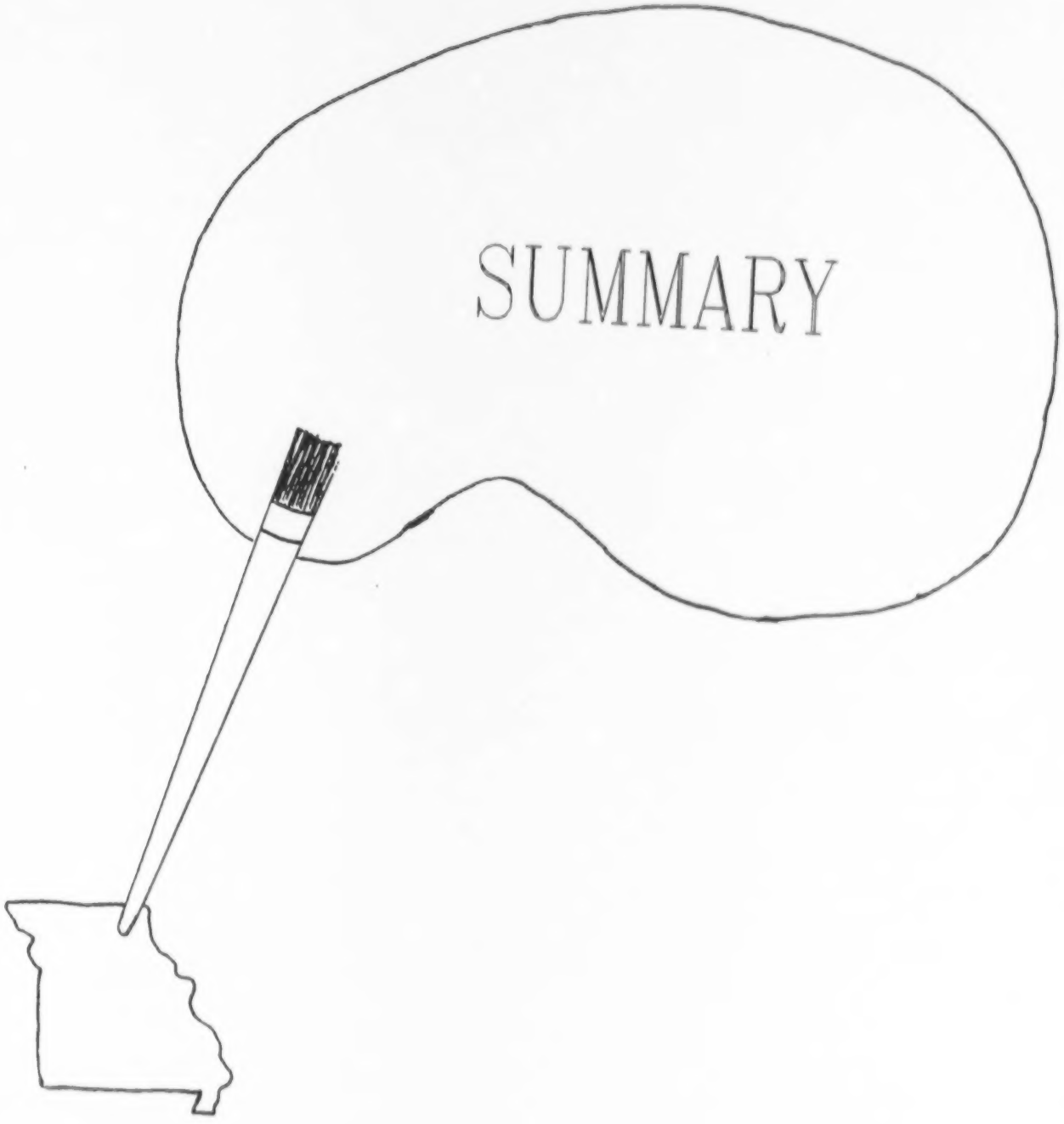
SUMMARY



This section of the report summarizes the recommendations of the report. Most of the entries begin with verbs, stressing the action to be taken. The entries only include the suggested courses of action, and do not provide the rationale for them.

The Curriculum

The Liberal Arts and Sciences Core Curriculum

* Restructure Core to meet Goal 1

CURRICULUM GOAL 1: TO PROVIDE A UNIQUE AND OUTSTANDING UNDERGRADUATE LIBERAL ARTS AND SCIENCES EDUCATION THROUGH A COMPREHENSIVE, INTEGRATED, AND FLEXIBLE LIBERAL ARTS AND SCIENCES CURRICULUM WHICH INSTILLS THE FUNDAMENTAL PRINCIPLES OF A LIBERAL EDUCATION.

* Possible Structure
  1 "True Core" of classes embodying essential knowledge, tools, understandings, attitudes of Liberal Arts and Sciences Education
  2 Allow students to take any class in each of the Liberal Arts and Sciences Areas with a finite number of courses required from each area (specific number from each area to be determined later)
  3 Allow students to take courses from any of the Liberal Arts and Sciences Areas (unrestricted courses and distribution)
  - Evaluate courses (every 3-4 years) to determine value and appropriateness for inclusion in the Liberal Arts and Sciences Curriculum
  - Provide a sufficient number of courses appropriate to non-majors in each area
  - Staff courses designed for non-majors with faculty who enjoy teaching them
* Integrate Goal 2 into the Liberal Arts and Sciences Curriculum

CURRICULUM GOAL 2: TO ACHIEVE THE LEARNING PROCESS THROUGH AN INTENSIVE DEVELOPMENT OF THINKING, WRITING, AND COMMUNICATIONS SKILLS ACROSS THE CURRICULUM.

Undergraduate Degree Programs

CURRICULUM GOAL 3: TO PROVIDE UNDERGRADUATE MAJOR AND MINOR PROGRAMS WHICH PROVIDE A DEPTH AND BREADTH OF UNDERSTANDING WHICH WILL DEVELOP GRADUATES WHO ARE NATIONALLY COMPETITIVE IN THEIR RESPECTIVE FIELDS AND WELL-PREPARED FOR THE FINEST GRADUATE PROGRAMS.

* Maintain and develop Liberal Arts and Sciences degree programs
* Programs should prepare students for most prestigious graduate schools in the world
* Establish a Liberal Arts and Sciences degree program
* Continue outstanding nontraditional Liberal Arts and Sciences degree programs
* Format major programs to the unique needs of each discipline

Undergraduate Minor Programs
* Continue the development of minors
* Design minors to provide a general understanding of a discipline
* Allow double counting for all minors
* Develop minors for all majors
* Continue the development of minors for interdisciplinary and traditional liberal education subjects

Graduate Programs

CURRICULUM GOAL 4: TO MAINTAIN GRADUATE PROGRAMS WHICH ARE DEEMED IN KEEPING WITH THE MISSION OF THE UNIVERSITY AND DEVELOP GRADUATES WHO ARE NATIONALLY COMPETITIVE IN THEIR RESPECTIVE FIELDS.

* Increase integration of members of the Graduate Community into the University Community

"Value Added" Testing
* Evaluations should reflect the programs of the University
* Increase flexibility in program for students

Embracing a Larger Community
* Develop Study Abroad Programs
* Encourage all students, especially BA's, to study abroad
* Design University policies to meet needs of Study Abroad Program
* Continue to bring in foreign students
* Continue and expand Lyceum Series and other speaking series
* Create a "Speaker Hour" to accommodate speakers
* Bring in carefully screened visiting faculty

Undergraduate Research
* Continue to support and expand program

Honors Program
* Determine need for General and Departmental Honors programs
* Consider switching from Departmental to Divisional Honors Programs
* Establish in all divisions/departments if programs are deemed proper

General Studies Courses
* Increase number of general interest courses

Freshmen Orientation
* Focus program on preparing students for the University Experience
* Continually review the program to guarantee it meets the needs of students
* Encourage, if not require transfer students to participate in the orientation

Graduation and Records
* Place ALL degrees AND minors on transcripts AND diplomas
* Pass out diplomas at the graduation ceremony
* Look into holding a December commencement

The Classroom Experience

CLASSROOM EXPERIENCE GOAL: TO CREATE A CLASSROOM ATMOSPHERE WHERE STUDENTS ARE ACTIVELY INVOLVED IN THE LEARNING PROCESS.

The Classroom Atmosphere

- Classroom should be a forum of ideas
- Understanding should be stress
- Student assessment should reflect the classroom structure
- Constant monitoring of class sizes should occur
- Incorporate considerations for the forum classroom experience in classroom renovations
- Incorporate technology, such as multimedia, into the classroom to enhance learning experience and into learning outside of the classroom
- Multimedia is an area where the University could become a pioneer

Learning Outside of the Classroom

- Assignments should reflect the classroom structure
- Maintain office hour requirements for instructors
- Encourage and expand tutoring programs sponsored University and student discipline organizations
- Develop more extensive study skills programs perhaps including a study skills center
- Offer a mix of quiet and loud/food available study facilities that are open 24 hours a day

Faculty

Instructional Requirements

FACULTY GOAL 1: TO MAINTAIN A FACULTY WHICH CONSISTS OF OUTSTANDING INSTRUCTORS WHO ARE DEDICATED TO IDEALS OF THE LIBERAL ARTS AND SCIENCES.

- Supreme responsibly of faculty is the instruction of students
- Encourage this attitude as well as innovative ideas in education
- Establish a meaningful course evaluation system
- Open new avenues to help instructors overcome weaknesses
- Highly consider student input in hiring process

Benefits for Faculty

FACULTY GOAL 2: TO ATTRACT AND RETAIN OUTSTANDING FACULTY BY REWARDING THEIR EFFORTS FINANCIALLY AND ALLOWING PERSONAL AND PROFESSIONAL DEVELOPMENT.

- Increase salaries
- Consider ideas such as merit pay based upon instruction and course load
- Maintain a good-faith relationship between University and faculty
- Support and allow for research and professional development of faculty
- Balance administrative requirements with time for instruction and personal and professional development

Advising and Registration
* Set structure with FIPSE grant process
* Incorporate significant student input in grant process
* Advisors should personally know all advisees
* Advisors should have a thorough understanding of the University's academic program
* Advisors should have an understanding of professional work and lifestyle in a discipline
* Study possibility of self-registration for upperclassmen
* Explore solutions to problem of early class closings

Facilities

FACILITIES GOAL: TO PROVIDE FACILITIES AND TECHNOLOGY WHICH FULFILL THE NEEDS OF STUDENTS AND FACULTY AND WHICH ENHANCE THE LEARNING ENVIRONMENT

Pickler Memorial Library
* Expand hours to become a 24 hour library (including circulation desk)
* Maintain and expand collection with focus on Liberal Arts and Sciences topics
* Employ contemporary information storage methods

General Technology
* Use technology across campus
* Divide computer resources to most effectively meet the educational needs of the University
* Open a 24 hour computer lab
* Stay current with technology on campus
* Consider technology considerations in all renovations (upgrade electric and phone lines)

Renovations
* Reevaluate uncompleted renovations outlined in Five Year Plan
* Immediately evaluate campus facilities needs
* Incorporate environmental concerns (energy efficiency) in renovations
* Include full handicapped access to buildings and sidewalks in renovations
* Implement a more frequent renovation cycle for residential living facilities
* Take action old part of Ophelia Parrish (reutilize or raze)
* Quality student recreation building
* Evaluate adequacy of varsity athletic facilities
* Evaluate future of radio station (tower concerns)
* Consider time with cost in awarding of bids for construction projects

Campus Planning
* Have a vibrant yet distinguished campus plan
* Constantly evaluate plan for maximum flexibility and input by those affected by it

Campus Bookstore
* Work with bookstore to provide maximal service to students at minimal cost while allowing a profit for the company

Student Services

STUDENT SERVICES GOAL: TO PROVIDE NON-ACADEMIC SERVICES TO STUDENTS WHICH ENHANCE THEIR UNIVERSITY EXPERIENCE, ALLOW FOR GROWTH OUTSIDE OF THE CLASSROOM, AND CREATE A COMFORTABLE AND ENJOYABLE ENVIRONMENT.

Student Government
- Student Senate should play a larger role in a redefined method of passing University legislation
- A clear, close relationship build upon mutual trust should exist between Senate and the Administration, although it should not impinge upon Senate's role as the voice of the students
- Continued increase in student input on decisions
- Analyze expansion of student government - study initiation of student judiciary board

Student Organizations
- Vibrant organizations essential part of University
- Provision of office space, funding, staff, equipment, and general support for organizations

Student Union
- Should serve as center of student life and hub of student activities
- Evaluate facility needs for student organizations
- Make other arrangements, if necessary, for non-student users
- Reconsider governance of Student Union
- Active role by students into the planning and running of the Union

Career Planning and Placement
- Constantly evaluate services to meet needs of students
- Focus on a holistic approach to career planning
- Provide information and services to help students with career planning
- Parallel graduate school preparation with career planning opportunities
- Open and maintain a graduate school resource center with graduate school experts to compliment resources within divisions

Student Health Services
- Evaluate and upgrade services to meet changing needs of students
- Evaluate staffing, hours, and services of Student Health Clinic in particular
- Conduct educational programming and make preventative measures available, including condoms
- Provide on-campus counseling services (consider using supervised grad students)

Athletics
- Strive for success on field
- Education and integrity must be the highest ideals for the program
- Maintain and expand current walk-on policy
- Recruit beyond the confines of the State of Missouri
- Representatives of University should represent the philosophy of the University
- Maintain extensive intramural program

Residential Living

RESIDENTIAL LIVING GOAL: TO PROVIDE STUDENTS WITH A LIVING ENVIRONMENT WHICH IS CONDUCIVE TO INTELLECTUAL AND SOCIAL GROWTH AND WHICH INSTILLS A SENSE OF COMMUNITY WITHIN THE BUILDING AND THE UNIVERSITY.

* Break down the barriers between men and women by increasing the amount of co-ed housing and eliminating visitation hours
* Continual evaluation of Hall/College services
* Change policies on openings and closings of Residential Halls/Colleges

Residential Colleges
* Make a commitment to keep Residential Colleges and traditional halls
* Residential Colleges should evolve to alleviate problems while retaining positive aspects
* Colleges should become a Community of Learners
* Maintain one all-male and female College with the rest co-ed
* PA's seen more as friends than authority figures

Food Service
* Monitor the quality, variety, and nutrition of food service
* Offer a wider variety of meal plans

Off Campus Living
* Place pressure on landlords to guarantee inhabitable and nondiscriminatory accommodations for students
* Encourage City to improve sidewalks and lighting in campus vicinity

Student Body Composition

STUDENT BODY COMPOSITION GOAL 1: TO MAINTAIN A STUDENT BODY WHICH HAS THE ABILITY AND DESIRE TO RECEIVE A UNIQUE AND OUTSTANDING LIBERAL ARTS AND SCIENCES EDUCATION BY CONTINUALLY STRIVING TO INCREASE ADMISSION STANDARDS AND IN NO WAY REDUCE THEM.

* Target recruiting efforts at students who have a proven interest and talent in the Liberal Arts and Sciences
* Consider the initiation of personal interviews for all applicants

STUDENT BODY COMPOSITION GOAL 2: TO MAINTAIN A STUDENT BODY CONSISTING OF SUFFICIENT CULTURAL, RACIAL, AND GEOGRAPHICAL DIVERSITY TO ALLOW FOR THE APPRECIATION OF PEOPLE WITH DIFFERENT BACKGROUNDS.

* Maintain racial, cultural, and geographic diversity
* Increase the number of foreign students and increase their assimilation into the student body
* Increase the number of racial minorities and their retention

The Renaissance

* Maintain an environment which fosters change and excellence
* Develop a feeling of community

Student Attitudes
* Students must feel a part of the University Community
* More sensitivity should be given to student concerns by the Administration
* Restructure the financial aid program
* Establish traditions in keeping with the Mission of the University
* Change image of the University - including its name to mark new era of Renaissance
* Include considerable student, faculty, staff, and alumni input in name change

Faculty Attitudes
* Lighten the non-instructional burdens of faculty
* Increase appreciation of instructors
* Increase prominence of Educator of Year - including statue in honor of recipients
* Faculty should be willing to undergo changes in teaching styles

Staff Attitudes
* Increase the standards, quality, pride, and courtesy in work
* Increase appreciation for staff to make them feel a part of the Community

Administrative Attitudes
* Set a proper example and high standards for rest of University
* Be responsive to student and faculty concerns
* Remain lean

Finances
* Minimize tuition increases (although rise compared to other Missouri public universities is inevitable)
* Tuition should remain low compared to private schools
* Obtain massive Community support for capital projects to receive state-wide attention in attempt to obtain money from legislature (perhaps hold a demonstration day in Jefferson City)
* Instill into undergraduates the importance of donating to the University
* Further alumni development, in spite of some problems
* Find innovate ways to develop private sector fund raising
* Emphasize the derivation of news ways to obtain private sector funding

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